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ABSTRACT

This guidebook is a practical reference for people working on the development and use of literacy materials, such as planners, administrators, writers, illustrators, and producers. Section I on rationale and principle of learning materials covers the following: categories of learners, learning behavior of adults, steps in curriculum development, scope and sequence of the curriculum, and selection of functional content in relation to needs. It discusses APPEAL (Asia-Pacific Programme of Education for All) Training Materials for Literacy Personnel (ATLP); ATLP exemplary training curriculum; use of curriculum for developing learning materials; functions, types, and objectives of learning materials; and two approaches to material production. Section II describes steps of developing learning materials: collecting and analyzing data for development of materials, selection of theme and format of materials, procedure for developing materials for neoliterates (printed book, printed nonbook, audiovisual--electronic and folk media, games and others), and production of printed literacy materials. Section III discusses use of existing materials and their adaptation. Section IV focuses on distribution, use, and evaluation of basic literacy and follow-up materials. Appendixes include statistics on literacy and related issues and annotations of materials produced by the Asian/Pacific Joint Production Program of Materials for Neo-Literates. (YLB)

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New Guidebook

for Development and Production of Literacy Materials

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New Guidebook

for Development and Production of Literacy Materials

Asian Cultural Centre for UNESCO (ACCU)

in co-operation with:
UNESCO Principal Regional Office for Asia and the Pacific (PROAP)
and
UNESCO Member States in Asia and the Pacific

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New Guidebook for Development and Production of Literacy Materials
(for contributing to APPEAL)

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Preface

In 1985 The Guidebook for Development and Production of Materials for Neo-literates was published by ACCU with the cooperation of the Member States in Asia/Pacific and UNESCO PROAP. It has been translated and utilized extensively as a practical guide in the field and at various training workshops and institutions.

The great need to make this guidebook easily accessible to literacy personnel throughout the world, had been strongly expressed by the Member States at various international and regional meetings such as the World Conference on Education for All, held in Jomtien, 1990. Therefore, ACCU invited experts from eight countries in the Asia/Pacific region as well as a technical adviser from UNESCO PROAP to the 1990 and 1991 Planning Meeting of Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP), to discuss the revision of the guidebook. The objectives of the revised guidebook is to serve as a practical guide and reference for people working in the development and utilization of literacy materials, such as planners, administrators, writers, illustrators and producers, and to help them acquire useful knowledge and skills in the preparation and use of such materials.

From among the experts at the above meetings and in literacy education in Asia/Pacific, Mr. Kaji Rafiqul Alam (Bangladesh), Ms. Nishat Farooq (India), Mr. Sunthorn Sunanchai (Thailand) and Dr. Estela Ll. Garcia (Philippines) contributed the first draft, and Dr. W.P. Napitupulu (Indonesia), Mr. Chij Shrestha (Nepal), Dr. Abdul Aziz Khan (Pakistan) and Dr. Varsha Das (India) edited them. Mr. T. M. Sakya (Education Adviser and Co-ordinator of APPEAL of UNESCO PROAP) and ACCU did the final editing of the manuscripts. Also the interaction between experiences drawn from the respective countries and ACCU's experience in the joint production programme was reflected in the process of producing the draft.

ACCU wishes to express its deep appreciation to the above experts as well as to all of the many participants from the respective countries who have provided invaluable comments and suggestions in all workshops organized to date. It is our sincere desire that this new guidebook will prove useful to persons and organizations involved in production of materials for illiterates and neo-literates in the world, so that we can progress towards achieving 'Education for All'.

The publishing of this guidebook was made possible through the assistance of the Tokyo Club. ACCU should like to express its heartfelt gratitude for their kind and continued cooperation for this important publication.

We should be grateful for any suggestions and comments we may receive from individual readers regarding further improvement.

Asian Cultural Centre for UNESCO (ACCU), Tokyo

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(Asian/Pacific Joint Production Programme of Materials for Neo-literates)

For users of this guidebook

The objectives of the guidebook are as follows:

1. to help policy-makers and planners of neo-literate programmes to understand the importance of neo-literate materials for development and the processes involved in the preparation and production of those materials

2. to help people working in the development and utilization of neo-literate materials to acquire more knowledge and skills in the preparation and production of neo-literate materials

3. to serve in the training of personnel engaged in the preparation and production of neo-literate materials

4. to help to learn from the experiences of different countries in the field of neo-literate materials development

The guidebook may be utilized as follows:

a) as a guidebook by neo-literate materials planners, administrators, writers, illustrators, and producers
b) as reference reading material for the trainees in the training courses relating to neo-literate materials development
c) as a working document for meetings and workshops related with neo-literate programmes in general and materials development programmes in particular

Accordingly, the guidebook as a whole or any part of it could be adapted or adopted in its original form or in translated form in any language of the countries. (This could be arranged by writing a letter to ACCU, Tokyo.)

Section I:
Rationale and Principle of Learning Materials

"Each One Teach One" by Pratap Rao Shinde (India)

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1. Rationale and Principle of Learning Materials

Introduction

Literacy is recognized as a basic human right and an essential condition for human development. An analysis from a sample survey of developing countries indicated that increases in literacy contribute to increases in investment and in output per worker. Literacy as well as nutrition and income was found to correlate with increased life expectancy and reduced infant and maternal mortality. Overall differences in patterns of educational investment, especially at the basic level, are significant in explaining differences in national rates of economic growth and other development indicators.[1]

The world community expressed its collective resolve to provide basic education for all through the World Declaration on Education for All adopted by the World Conference held in Jomtien, Thailand in March 1990. The World Declaration stated in its introductory paragraph that:

> *"Every person—child, youth and adult—shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures and, inevitably, changes with the passage of time."*[2]

Formal education, especially in primary schools, will surely remain the main means of providing basic education, but the estimated 949 million illiterate adults in the world in 1990 bear witness to past failure to provide basic education through formal schools alone. The problem of illiteracy is basically a problem of developing countries, where in 1990 there were an estimated 130 million out-of-school children in the 6-11 age-groups and 277 million youths in the 12-17 age group.

Three quarters of the world's illiterate population are in Asia and the Pacific Region. Providing basic education through literacy programmes and continuing education will remain one of the greatest challenges for most developing countries in Asia and the Pacific for the rest of this century.

The need to eliminate illiteracy has been recognized in Asia and the Pacific, where UNESCO in 1987, launched the *"Asia-Pacific Programme of Education for All" (APPEAL)*. This programme aims at eradicating illiteracy, universalizing primary education and providing continuing education. APPEAL has recognized that to effectively implement a literacy programme, there must be simultaneous action at the following four levels:

1. *Planning of literacy strategies with the people's participation*
2. *Curriculum and teaching/learning materials development*
3. *Training of literacy personnel*
4. *Monitoring, research and evaluation*

Since this Guidebook focuses on development of literacy and post-literacy materials, discussion here will be limited to the relationship between curriculum, learning materials and training of teachers.

Categories of Learners

Learners can be classified on the basis of their literacy levels:

1) Illiterates
↓
2) Semi-literates
↓
3) Neo-literates
↓
4) Simple literates
↓
5) Functional literates
↓
6) Autonomous learners

The target individuals of the adult literacy programmes are youths and adults, generally above 15 years of age, although national policy in some countries allows literacy programmes to cover people from 10 years.

There are other characteristics of illiterates. Numerous surveys have shown that there are more illiterates in rural areas than in urban areas, more women are illiterate than men, and illiteracy is more prevalent among minority ethnic groups than among the ethnic majority.

Learning Behaviour of Adults

In the preparation of the literacy training curriculum and learning materials, concepts of how adults learn must be considered. These basic concepts are:

1. **Self-concept** Adults have a deep need to be self-directing, and therefore, tend to resent being put into situations that violate their self-concept of maturity, such as being talked down to or treated like children.

2. **Experience** is the richest resource for adult learning; therefore, the core methodology is the analysis of experience. Experimental forums, multi-directional techniques such as group discussion, simulation and role playing, buzz sessions, and team designing should be utilized.

3. **Choosing the learning content** The adult learners should decide what they need to learn based on their social situations. They are motivated to learn if that learning will satisfy their needs and interests. Consequently, these are the appropriate starting points for organizing adult learning activities.

4. **Time perspective and orientation to learning** Adult learning is a process of problem-finding and problem-solving to discover "where we are now" and "where we want to go."

In general, adults will respond to a subject that is specific, practical, current and involving. Hence, learning is "problem-centred" rather than "subject centred."

In order to develop curriculum and learning material, it is helpful to know the personal profiles of the target learners: sex, age, marital status, ethnicity, economic situation, educational attainment (if any), social and political orientations as well as their belief systems. In the preparation of learning materials for adults, all of these factors should be taken into consideration.

by Sharad Ranjit (Nepal)

2. Curriculum and Learning Materials

Development of the Curriculum

The curriculum development may have the following steps:

1. **Content Study**

First and most important, make a context study of the area where the literacy programme is to be implemented, including the area's geographic, demographic, economic, socio-cultural, linguistic and educational conditions. This might be done through community surveys, observation, interviews, field visits and documentary analysis. Answers to questions such as the following would be source of data regarding needs and problems of the community:

a) What type of community? (rural, urban)
b) What is its size? Location? Population?
c) What are the prevalent means of livelihood? (agriculture, fishing, business, etc.)
d) What is the economic situation?
e) What languages is/are being used?
f) What resources are available?
g) What is the literacy level?
h) What are the pressing problems?
i) What are the priority needs?

2. **Objectives**

The functional literacy programme needs to be specified in terms of the developmental programme; for example, the objective "to eradicate illiteracy in order to enable learners to participate actively in an appropriate technical and vocational skills programme to improve their quality of life."

3. **Study of the Target Group**

A study must be made of the target group. This can be achieved through one of these three approaches:

a) Objective-oriented approach

The target group is studied through the task analysis method. First, the anticipated roles and functions of the target group are identified in terms of the socio-economic and technical-occupational objectives determined under step two (left). At the same time, profiles of competency, skills, attitude and knowledge are drawn to ascertain the existing abilities of the group. A comparison between anticipated and existing abilities yields a list of learning needs that will guide in development of the curriculum for the literacy programme.

b) Problem-oriented approach

Problems that impede fulfillment of development programme objectives are identified. Methodologies for problem identification may vary from situation to situation. After this, educational interventions are prepared to overcome the problems. The educational input required to solve these problems comprises the curriculum for the functional literacy programme.

c) The Investigation approach

Another process of curriculum development for adult literacy that is practiced by some countries is called the thematic investigation approach. First proposed by Paolo Freire in his book *Pedagogy of the Oppressed*, this approach seeks to raise the consciousness of learners, who begin to question and inquire into problems of "being" through "dialogue" and "self-awareness." Within this approach, literacy is seen as "liberation" rather than as a set of skills or as a medium for receiving technical knowledge.[3]

"The goals of an adult literacy programme have to be determined by a national planning body, and there can be no external criteria for the determination of these. What is important is

to ensure that the objectives are determined with reference to the local and specific needs of the region and the people for whom the programme is intended. It is in the translation of goals into curriculum objectives and activities where the community development agents and the adult education personnel must work hand-in-hand. It is imperative that the curriculum designer, the educator and the development agent should objectively study the projected area of operation and, with the assistance of the intended learner, identify the curriculum objectives. Here the participatory method is most desirable."[4]

by Sueib b. Othman (Malaysia)

The following steps are suggested for the development of a literacy training curriculum[5]:

1) Recognize the clearly stated national goals for development and policies for adult education.
2) Identify target groups in accordance with the national goals.
3) Identify the communities where target groups are located.
4) Survey these communities to:
   a) study the physical, socio-cultural and economic aspects.
   b) study the developmental needs.
   c) identify the developmental input already effected.
   d) discover the felt and real needs of the community as a whole and the target group in particular.
   e) identify factors and problems inhibiting development.
   f) identify the agencies and structures responsible for development.
   g) identify material and human resources in the community.
5) Analyze the survey data.
6) Formulate a curriculum to:
   a) propose strategies, both educational and developmental, to fulfill the needs of the community in general and the target group in particular
   b) translate needs and strategies into learning objectives and methodologies
   c) formulate content areas
   d) delineate the literacy awareness and functionality tasks to be performed by the various developmental and educational agencies
   e) identify media to be utilized or commissioned for each content and learning unit
7) Write the appropriate materials for content of each learning unit.
8) Devise means to evaluate the curriculum through the teaching-learning process.

Scope and Sequence of the Curriculum

General tenets:

— Content of the curriculum should focus on the real and immediate problems of adult learners and their community.
— The content should pose problems or describe potential problem conditions and provide related technical information or indications as to where such information can be obtained.
— The content should be presented in an atmosphere conducive to sharing experiences and ideas.
— The content should be selected and organized so as to require learner participation, drawing on learner experiences in seeking solutions to individual and community problems.

The teacher's role is to facilitate, to encourage learners to consider the problems and their potential solutions in light of their own situation and that of their community and the best technical knowledge available. Special concern should be directed to the individual and community contexts as these matters are often neglected in school traditions, which emphasize technical literacy skill alone.[6]

Selecting Functional Content in Relation to Needs

To ensure that the knowledge taught in a literacy training curriculum is truly functional in terms of individual and societal needs, the following criteria should be considered:

1. **Awareness:** The learners, individually and as a group, should be made aware of the conditions in which they live and work. They should be motivated to undertake an analysis of the factors contributing to their existing problems and be encouraged to think of possible ways in which they can help themselves change their situations for the better.
2. **Functionality:** The literacy training programme should be related in practical manner to the environment, work and family situation of the learner.
3. **Flexibility:** The literacy curriculum should allow for modifications, alterations and additions to make it responsive to learner's needs and environmental requirements.
4. **Diversity:** The curriculum should be sufficiently varied to cater to the interests and needs of particular groups, such as farmers, labourers, women, urban dwellers and cultural communities.
5. **Appropriateness of learning relationship:** The experiences and potential abilities of the adult learners and their needs should influence the instructor/learner relationship, building on what the learners already know and can do.
6. **Action-oriented:** The curriculum should aim at mobilizing the learners to take actions to improve their lives.

How Defined Levels of Literacy Reflect Need

Essential literacy skills as they apply to daily life can be grouped in several ways. An example of such a classification is as follows:

Some Essential Literacy Skills:
Applicable to Daily Life

1. Understand links between speech and print
   — left to right or right to left or top to bottom
   — words make sounds
   — words have meaning

2. Word recognition and comprehension
   — content clue
   — phonic analysis
   — structure analysis
   — comprehension

3. Recording and communicating
   — writing down name, numbers, addresses
   — making simple notes/letters
   — filling out forms, receipts

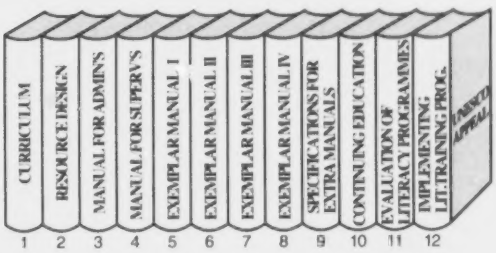
4. Following instructions
   — read directions, road signs, posters
   — read labels on medicines and foodstuffs and follow instructions

5. Finding the main ideas
   — find out about the weight, price, differences, similarities, facts, opinions, etc.

While the information above is grouped into categories, it is not arranged in a developmental sequence. The growth of literacy skills is cumulative, involving the simultaneous development of speaking, reading, writing and numeracy. Each level of development represents the total integration of these areas of skill.

APPEAL Training Materials for Literacy Personnel (ATLP)

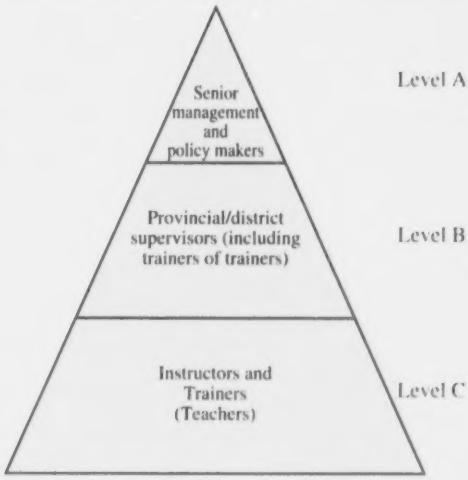
After the launching of APPEAL, UNESCO organized a series of meetings and workshops of literacy experts from different countries in Asia and the Pacific to work out a plan to improve literacy programmes in the respective nations. The experts came to the conclusion that development of a literacy curriculum agreeable to all concerned is prerequisite for developing other aspects of the programmes, including learning materials, training of literacy personnel, delivery mechanism and evaluation. Thus the experts in 1987 and 1988 drafted, field-tested and finalized a twelve-volume set of materials under the title *APPEAL Training Materials for Literacy Personnel (ATLP)* in 1987 and 1988.



ATLP Manuals

The ATLP aims to improve national literacy training programmes through a systematic combination of literacy training curriculum, learning materials, training of personnel, delivery system and evaluation. The ATLP is intended for training three levels of literacy personnel, which are:

Institutional Structure and Materials for Literacy Training



ATLP Exemplar Training Curriculum

The exemplar training curriculum advocated by the ATLP links functional content and literacy skills. The rationale is that literacy materials should not only develop literacy skills but should also provide the learners with knowledge and general skills for everyday life. Literacy materials need to be well-planned and sequenced; hence, there should be a well-organized curriculum framework.

(1) Functional Content

The functional content of a literacy training programme should address needs and problems and encourage people to improve themselves or their environment, or both.

In the ATLP exemplar literacy curriculum, the functional content is based on what are perceived to be the most important areas of social concern in most countries in Asia and the Pacific. Four categories were identified:

1. Family life
2. Economics and income
3. Health
4. Civic consciousness

Within each of these categories, six major topics were further identified. These constitute the functional content of the literacy curriculum as shown in the following list:

A. Family Life
- A.1 Family members—their roles and responsibilities
- A.2 Extra money for the family
- A.3 The family as a social institution
- A.4 Family needs and budgeting
- A.5 Family customs and traditions
- A.6 Responsible parenthood

B. Economics and Income
- B.1 Work and income
- B.2 Daily savings
- B.3 Improved agriculture
- B.4 Home gardening
- B.5 Village co-operative
- B.6 Entrepreneurship

C. Health
- C.1 Food, water and nutrition
- C.2 Family health
- C.3 Common diseases
- C.4 Health problems
- C.5 Community health
- C.6 Health service

D. Civic Consciousness
- D.1 Rights and duties
- D.2 People's participation in development and cleanliness
- D.3 Our forests
- D.4 Our culture
- D.5 All people are equal
- D.6 My country

Countries/localities can identify the appropriate functional content of their literacy programmes through a contextual study of the target areas and intended clientele to assess the existing situation, needs, problems, gaps, etc.

(2) Levels of Literacy Skills

The levels of literacy skills identified in the ATLP represents a consensus view of most countries in Asia and the Pacific.

These are:
- i) Level I : Basic / Beginning
- ii) Level II : Middle
- iii) Level III : Self-learning

Basic Level (Level I)

a) Adults who have never beer to school or who have dropped out of school before acquiring literacy skills.

b) Adults unable to read and write simple words, paragraphs, or any other type of written statement without the help of a teacher.

Middle Level (Level II)

Adults who have completed basic level and/or have acquired basic skills.

Self-Learning Level (Level III)

Adults who have completed intermediate level or can study independently and who are willing to use books and other resources in search of new knowledge.

by Kumud B. Sinha (India)

(3) Time Considerations

From a study of the range of literacy training programmes from representative countries, it seems that most require about 200 contact hours to achieve a level of literacy that would allow continued learning on their own.

The instructional time has been proportioned over the three levels of literacy in a ratio of 3:2:1. Level I requires more time in developing basic literacy skills. Once developed, progress is more rapid from level to level.

(4) The Curriculum Grid

Because there are four major areas of functional content and three levels of literacy skills, and because the time allocation is in the ratio of 3:2:1 from Level I to Level II to Level III respectively, it is possible to arrange the sequence of topics (from easy to difficult) in a curriculum grid. The ATLP exemplar curriculum grid is shown below:

This grid is merely suggestive, and may be adapted to suit country/local situations. Countries/localities may develop their own curriculum grid based on the needs and problems of the target learners and existing local situations, and taking into consideration national goals and other objectives.

The grid represents a minimum requirement for a literacy training curriculum of about 200 contact hours. Each cell of the grid should be fleshed out with appropriate learning materials for the learners. The development of understanding of functional content carries with it the growth of literacy skills. As literacy skills grow, the understanding of functional content can broaden and deepen. Learning materials should be developed accordingly.

by Bijan Choudhury (India)

Scope of Training Manuals

Levels / Content Areas	Levels I (Basic Level)			Levels II (Middle Level)		Levels III (Self-Learning Level)
	I.1	I.2	I.3	II.1	II.2	III
A. Family Life	IA.1 1 Family Members, Their Roles & Responsibilities	IA.2 5 Supplementing Family Income	IA.3 9 Extra Money for the Family	IIA.1 13 Family Needs & Budgeting	IIA.2 17 Family Customs and Traditions	IIIA 21 Responsible Parenthood
B. Economics and Income	IB.1 2 Work and Income	IB.2 6 Daily Savings	IB.3 10 Improved Agriculture	IIB.1 14 Home Gardening	IIB.2 18 Village Co-operatives	IIIB 22 Entrepreneurship
C. Health	IC.1 3 Food, Water & Nutrition	IC.2 7 Family Health	IC.3 11 Common Diseases	IIC.1 15 Health Problems	IIC.2 19 Community Health	IIIC 23 Health Services
D. Civic Consciousness	ID.1 4 Rights and Duties	ID.2 8 People's Participation in Development & Cleanliness	ID.3 12 Our Forests	IID.1 16 Our Culture	IID.2 20 All People Are Equal	IIID 24 My Country

The Curriculum Grid-The functional content of 24 literacy training manuals arranged as a teaching sequence in a curriculum grid.

Utilization of Curriculum for Developing Learning Materials

After the publication of ATLP, explanation of the relationship between curriculum and the learning materials has been given to the participants in every regional workshop. This was, however, nothing more than background information, until the Ninth Regional Workshop held in Pakistan (1991)[7] when participants in the workshop visited field sites and studied learners' problems and needs. After analyzing these problems and needs, the participants prepared a curriculum grid.

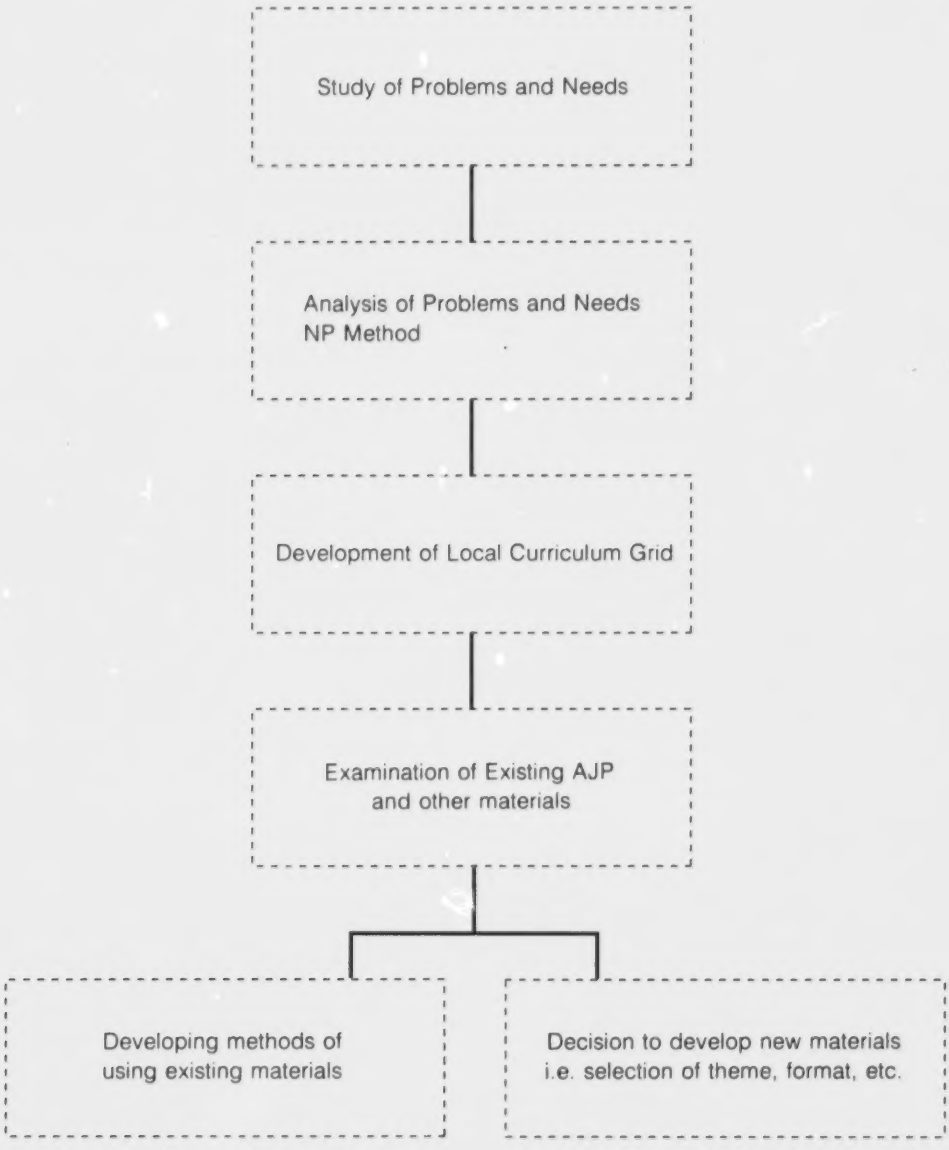
The curriculum grid helped the participants to examine existing learning materials produced either under AJP or by other national and international agencies. They made decisions on how to use existing materials to meet learners' needs, as well as how to develop new learning materials. This process is definitely a great improvement over the earlier practice of producing learning materials directly after the identification of needs.

Curriculum-Grid Based on Group-C Survey at Saidpur,Islamabad

Level \ Area		Socio-Economic	Educational	Health & Environmental
Level - I (Basic Level)	I.1	Community organization for betterment	People's participation in improvement of school programme	Improvement of water supply
	Format	Puppet show with pamphlets	Film & Picture story	Audio-Tape
	Utilization	Community centre and school	Community centre and school	Individual
	I.2	Women and their role in community development	Participation of religious leaders	Personal hygiene
	Format	Video film & information sheets	Posters and booklet	Photo novella
	Utilization	Behbud centre	Mosque	Individual
Level -II (Middle Level)	II.1	Community resources identification & development	Importance of girl education	Diseases related to lack of sanitation e.g.malaria
	Format	Poster & flip charts	Book & film	Poster
	Utilization	Community centre and school	Behbud	Community centre and Houses
	II.2	Government resources & skill training	Importance of education for betterment of whole community	Responsible parent hood
	Format	Books, instructional materials	Games,pamphlet	Booklet
	Utilization	Individual level at home	School and Individual	Individual

Note: Level I: illiterate adults & children LevelII : Neo-literates & drop-outs

The following steps would link curriculum and learning materials:


Study of Problems and Needs
Analysis of Problems and Needs
NP Method
Development of Local Curriculum Grid
Examination of Existing AJP
and other materials
Developing methods of
using existing materials
Decision to develop new materials
i.e. selection of theme, format, etc.

Functions of Learning Materials

Illiterates or neo-literates do not read and write if they do not recognize the benefits of reading and writing. Hence the education programme is designed to build literacy skills, and through this impart knowledge and skills useful in improving quality of life (i.e. knowledge about civic education, health, hygiene, family planning, nutrition, etc.) and in increasing their productive and earning capacity.

The education is therefore not only an education programme, but also a developmental activity. There are other important uses of literacy skills. Ability to use literacy for development releases people from a sense of personal inferiority, from the relationship of dependency and subservience. Literacy gives to neo-literates a new sense of identity, status and self-confidence which are very important for people in rural areas to be active participants in the development process.

by Sharad Ranjit (Nepal)

It is now a widely accepted fact that literacy and post-literacy programmes help the people not only to gain more development-related knowledge and skills by themselves but also to get more benefit from existing socio-economic development institutions such as extension programmes, agricultural banks, cooperative societies, health centres etc. In the cities, they also help people to get organized and form labour unions in order to get higher wages and job security.

A recent comparative study of development indicators in predominantly literate and illiterate countries has shown that total birth rate in predominantly illiterate countries is almost double than in literate countries; the average female life expectancy is 46.5 years in illiterate countries, as opposed to 68.3 years in literate countries; and the infant mortality rate in illiterate countries is almost double the rate in literate countries.

The learning materials are required for illiterates, semi-literates and neo-literates, to help them to:

a) acquire skills to read with understanding and to write simple words, sentences and paragraphs in their own mother tongue and in their recognized national languages;
b) recognize and understand numbers and be able to do simple calculations required in everyday life;
c) strive to continue learning, reinforcing and improving their acquired literacy and numeracy skills;
d) acquire new knowledge and skills and to apply them to improve their economic status;
e) to learn new information helpful in improving quality of life;
f) develop critical awareness to allow them to solve their problems rationally;
g) form rational and scientific abilities;
h) be directed towards values, desirable abilities and work ethics;
i) be able to enjoy and be entertained through reading and writing.

Types of Learning Materials

The different types of learning materials that are generally recognized as useful for literacy programmes are:

i) motivational materials
ii) instructional materials
iii) follow-up materials

A content area may be presented through any one or all of these types of learning materials.

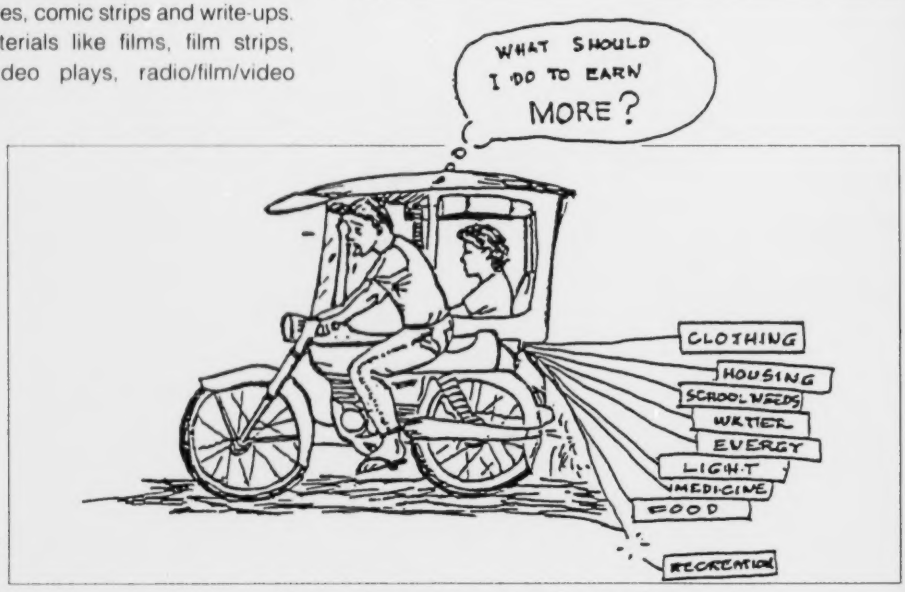
(1) Motivational Materials

These materials are designed primarily to catch the interest of different groups of people so that they will be induced to participate in the literacy programme. Motivational materials are important for the actual learners, and even more so for administrators, politicians, educated elite, local leaders and others, to elicit support for the success of the programme.

The two categories of motivational materials are:

i) Printed materials like posters, illustrated pamphlets or brochures, comic strips and write-ups.
ii) Non-printed materials like films, film strips, radio plays, video plays, radio/film/video slogans, etc.

Examples of Motivational Materials



Cartoon of Tricycle Driver (motivational material) (from ATLP Vol.5)

This can be used instructional material.

(2) Instructional Mat

These materials are usually packages of different sorts such as initial primers, workbooks, teacher's guides, posters, audio-visual aids, among others. These are used during the actual teaching/learning sessions. These materials are very important in imparting the contents to achieve the objectives of the programme.

An Example of Instructional Material

This is a folded poster designed as a springboard for discussion in a female functional literacy class.

Intended for areas where women are overburdened and have no higher aspiration in life, the left side of the poster depicts familiar, existing situations of women. The right side of the poster shows how situations should be for the women.

Title on the left side states "Women, are you like this?" while the one on the right states "It is your right to be happy."

"Women, are you like this?" (instructional material)

(Philippines)

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(3) Follow-up Materials

These materials are written for the post-literacy stage when the neo literate is expected to apply his/her literacy skills to add to his/her knowledge and for reading pleasure.

The learning materials should reinforce literacy skills acquired earlier for the improvement of quality of life. The materials should also provide access to new information and technology. These should also make the neo literates enjoy learning more. By and large, follow-up materials should give neo-literates opportunities to enhance their reading and cognitive skills.

These are pamphlets and booklets on various topics of interest to learners for further reading.
(Philippines)

3. Theoretical Approach to the Production of Materials for Neo-Literates

1. Contextual framework for developing neo-literate materials

It is not advisable to take up "Learning Materials for Neo-Literates" as an isolated topic. An overview of the non-formal learning situation in rural areas is necessary to find out how and where the neo-literacy materials fit into the general patterns made by the components of the programme—objectives, materials production, contents, methodology of application, implementation and evaluation. These components are closely inter-related.

Like other educational programmes, it should have the following components:

1. Selection of educational objectives
2. Preparation of appropriate materials for attainment of the objectives.
3. Preparation of learning plan with content areas or a curriculum
4. Training of instructors to ensure proper use of the learning materials
5. Implementation of the learning programme
6. Formative and summative evaluation of the learning materials in terms of attainment of the objectives
7. Revision/improvement of the materials for the better attainment of the objectives.

In the field of non-formal education, conditions are much more favorable than in formal education for the introduction of innovative measures and for the inclusion of these components, as it is basically a flexible relevant approach to the needs of the learners in their particular situations.

2. Objectives of the learning materials

The development of learning materials for neo-literates has the following objectives:

1) Re-inforcement of literacy (two functions)

a) *to prevent a lapse into illiteracy for want of reading materials*

Much effort and expenditure is involved in making people literate, but if neo-literates lack reading materials very soon they will lapse back into illiteracy, and nullifying all such efforts.

b) *to bring the literacy of the neo-literates to the independent learner level*

One of primary objectives of the preparation of materials for neo-literates is to ensure that the literacy acquired by them is further strengthened so that they can gradually develop to the self-learning level. The neo-literate materials should be so designed and graded that the transition from the stage of neo-literacy to that of self learner is achieved with ease.

This is necessary in view of the fact that the materials are to be used in both structured as well as in unstructured situations. By a structured situation is meant organized learning where the materials used begin with primers or the first book, and gradually advance to more difficult materials.

In the unstructured situation, which is most often the situation the non-formal education field worker finds himself in, the reading abilities of the clientele range widely from zero to a fairly advanced stage. Neo-literates need to be made aware and informed of matters which are important to them. The materials, consequently, have to be largely visual or audio or a combination of the two.

2) Improvement of economic skills

Neo-literates and illiterates are usually poor and live in rural areas or in very crowded communities, and are either unemployed or underemployed. The improvement of their economic conditions is an important objective in the development of learning materials. This can be achieved if the literacy materials teach them new skills, upgrade their old skills and acquaint them with ways and means of utilizing schemes and projects drawn up for their benefits, informing them of the procedures for getting assistance from rural banks, credit institutions and the cooperatives. The learning materials should also teach them to fill out forms and applications and how to write letters and address them to development agencies.

3) Access to information

Literacy materials should communicate messages/imformation which can help the target audience to raise their standard of living and improve the quality of life through better health practices, better food, increased income, improved family life and more direct civic and community participation. In short, the literacy materials should bring about an all-around functional improvement in most of the learners' lives. It must try not only to overcome alphabetical illiteracy but also should overcome the lack of knowledge and information which makes people feel hopeless and alien in their own surroundings.

4) Development of critical awareness

Educatiion, whether formal or non-formal, should develop critical thinking and reasoning power. It should aim to nurture into being mature and rational individuals. When adult learners gain insight into their existential situation they become active agents of development and not passive recipients of information. This awareness can help them to understand problems better and to examine different options before deciding on a course of action. To weave this awareness into the general fabric of literacy materials requires skill and acquaintance with the actual living conditions of the learner.

5) Formation of rational and scientific attitudes

Neo-literates have to discard some strongly held convictions and beliefs which probably had some social significance ages ago, but which are totally counter-productive and anti-developmental in the present time. Some superstitious beliefs still exist, especially in far flung rural communities, binding them to the conditions of the past and thus hindering progress. Now they have to adapt themselves to concepts which will be conductive to their development, but the lack of scientific knowledge blunts the message or in the minds of the neo-literates. The neo-litaracy materials should, therefore try to develop scientific concepts and inculcate the scientific temperament among neo-literates so they can come to understand that some changes are possible through their own efforts without depending upon divine intervention. This is a very sensitive area, and if the materials are not prepared with insight and imagination, they may stiffen the resistance and harden the attitude of the learners.

6) Orientation toward values, desirable attitude and action

The use of the literacy materials developed should result in desirable behavioural changes, in desirable values development among the users. It should alter the living style through stronger, newer values and attitudes. The materials should be action-oriented with some sort of implementation mechanism.

7) Provision for entertainment

The neo-literates lead a hard and gritty existence with not much joy and diversion. If the learning process becomes too dull and grim then resistance may develop among the learners.

So while the main aim is to instruct and inform, at the same time efforts should be made to make the learning materials attractive and, if possible, entertaining. The best solution is to prepare educational materials which will contain elements of entertainment and entertaining materials which will contain elements of education. Works of fiction, the arts, sports, etc., should also be available to the neo-literates to help them develop a taste for good music, the arts, even good literature, which in turn will enrich their personalities and bring about desirable attitudinal changes.

Materials aimed at development can be divided into *two categories*:

a) *those which can help the neo-literates directly*

simple lessons on health and nutrition, instructions in poultry and livestock, food processing, shoe repair, family welfare education, civic duties and responsibilities, etc.

b) *materials which can make the neo-literates aware of some benefits or beneficial schemes* which require active assistance from governmental or non-governmental agencies to realize these benefits

income generating schemes, legal rights, social justice, etc. These will need supportive economic, political and social structures.
Cooperatives, etc., when fully and correctly implemented, can lead to great improvement in the standard of living of neo-literates.

3. Approach to material production

Broadly speaking, there are two approaches to materials production:

1) The presumptive and unsystematic approach (undesirable method)

A lot of materials for neo-literates are produced in many countries based on a presumptive approach. It presumes that the writers/producers of these materials know through their own instincts and intuition what is good for the target neo-literates without really getting to know them and without making an objective study of the socio-economic and cultural factors which operate in their lives. In this approach there seems to be sympathy or concern for the neo-literates, but what is lacking is empathy, the ability to look at the problems they face from their point of view by placing oneself in their position.

2) Planned and organized approach (Method used in this guidebook)

This approach places the target neo-literates squarely in the center of the picture. It proceeds from an abstract to a concrete level, and requires some practical steps:

a) It is necessary to carry out a survey or a context study of the area and of the target neo-literate themselves to identify the problems and constraints in their lives and to examine social, economic and cultural factors. As described in SECTION II, "Data Needed for Development and Production of Materials for Neo-Literates", materials production begins with surveying the needs of the target neo-literates by actually visiting their villages/communities. Without knowing the actual situation of the target group by field-visiting, one cannot develop any suitable and beneficial materials for them.

b) *Identifying problems and sub-problems*
Problems can be general, like poverty, ill health, ignorance, etc., and without knowing the particular aspects of the target group, it would be difficult to build lesson units around such general problems. What is needed is to break down the general problems into specific sub-problems by using the actual data collected by the producer himself through field-survey.

For example, the problem of ill health can be broken down into sub-problems of malnutrition, ignorance of health measures, polluted environment, lack of food caused by poverty, and a host of others.

The problems of highest priority will be selected as the themes of the materials to be produced.

c) *Arranging for preparation of the materials*

At this point, arrangements for the preparation of the materials must be made. Component writers, illustrators and material producers need to be contacted. It is good to keep in mind that writing for neo-literates is an extremely difficult task. To write simply but effectively to suit the adult learners is an art which has to be acquired.

4. Contents of neo-literate materials

Basically, education is a programme for change, and the change can only be benefical when the right kind of challenge can arouse the right kind of feeling or emotion to initiate the right kind of action. It follows that the contents of learning materials must incorporate the objectives of the programme and cover the three domains of learning-cognitive, affective and psychomotor. The three domains are distinct but should mutually support each other.

a) cognitive (knowing)—acquisition of literacy and knowledge

b) affective (feeling)—gaining understanding and a positive mental response to problems.

c) psychomotor (acting and doing)
—action leading to change or improvement in living conditions

There may not be equal treatment of "mix" of these three. Some literacy materials may have more of one domain than the others, but attempts should be made to include all in the contents of the materials to be prepared to achieve the objectives of the programme. Needless to say, the contents should be geared to the objectives of the programme.

5. Methodology of application

In non-formal education there is a wide range of media available for delivering the educational message to its target group. The contents need not be squeezed into one particular medium. There can be the written medium, visual, audio, electronic, and a whole range of others. Each medium has its own advantages and drawbacks. Quite often, different media may be combined to produce optimum effects. The message gains in clarity and results in greater understanding when it is delivered through different but appropriate media. It also breaks the monotony of learning. For example, lessons for the acquisition of basic literacy skills may have to follow a structured sequential framework following sound pedagogical and andragogical principles, but visual aids, games and discussion will enliven the learning process. Communication development materials for better life, new skills, etc., will have to be largely cognitive, through conveyance of knowledge, but visual presentations, dialogues and simulation games, demonstrations, etc., can help the learners gain a clearer understanding and more readily accept the ideas.

To bring about attitudinal change, a direct approach to the "do's" and "don'ts" may not yield the desired results. Dramas and role playing which can make an emotional impact on the audience, particularly when followed by discussion, have better educational potential.

Training of Writers, Illustrators and Producers

Writers and illustrators may be trained through a neo-literate materials producers' workshop under the guidance of experienced experts on material production. The training or workshop should have the following stages:

1. A general introduction of the writers and illustrators to the target group. This can cover:
   a) Socio-economic problems of the target group
   b) role of education in solving at least a number of problems/sub-problems
   c) adult psychology of the group
   d) importance of the neo-literacy materials
   e) information about resources and resource agencies

It is desirable that the writer and the illustrator be taken to the actual places where the neo-literates lives. This brings them close to the real conditions of the target group and aids them in modifying their ideas at the discussion level.

2. After the field trip, the material producers should be exposed to talks on some technical topics by subject matter specialists so that the information they get will be technically correct.

3. A detailed discussion on how to write for the neo-literate can be organized. This discussion should cover the criteria for such writing, e.g. selection of vocabulary, length of sentences, organization of materials under heads and sub-heads, readability and comprehension, importance of visual aids, etc.

4. The participants are then asked to prepare manuscripts on different topics with the illustrator preparing the appropriate illustrations which would reflect actual living conditions.

5. After the preparation of the manuscripts, the writers/illustrators meet again so that their writings can be read, discussed and adjusted in accordance with the norms indicated in the criteria list and technical information provided.

6. The manuscript can be revised and then printed in limited copies for evaluation in both structured and unstructured situations. This is the field testing stage.

7. The materials can then be revised, reprinted and used.

8. Another evaluation may be necessary to determine further improvement of the materials.

Footnotes for Section I

[1] Meeting Basic Learning: A Vision for 1990s—Background Document of World Conference on Education for All, 1990.

[2] World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs, Jomtien, March 1990.

[3] For details please see "Principles of Curriculum Design for Literacy Training", ATLP Vol.1, UNESCO PROAP, Bangkok, 1989.

[4] Suggestions made at the Regional Literacy Workshop in Udaipur, India, 29 November to 20 December 1979, organized by UNESCO PROAP, Bangkok.

[5] Ibid.

[6] Extract from Thailand's Functional Literacy Programme: A Case Study of Activities in Educational Region 8, SUNANCHAI, Sunthorn, Bangkok, UNESCO PROAP, 1981, pp31-32.

[7] Ninth Regional Workshop on the Preparation of Audio Visual Literacy Follow-up Materials for Women and Other Disadvantaged Population in Asia and the Pacific, Pakistan.

Section II:
Development and Production of Learning Materials

by Tek Bir Mukhiya (Nepal)

Part 1: Steps of Developing Learning Materials

1. Characteristics of Effective Materials for Neo-literates

Studies have shown that didactic literature does not attract neo-literates and that unless it stimulates the urge to read, the material remains unused. The first requisite therefore, for a satisfactory material worthy of use by neo-literates will be that it should quench their curiosity and give them pleasure and enjoyment.

The following characteristics of neo-literate materials should be taken into account when neo-literate materials are prepared. The materials should:

1) be suited to learning skills of the target neo-literates.
2) focus on the real and immediate problems of the neo-literates and their society.
3) promote active learning.
4) include special types for particular groups and programmes.
5) pose problems or describe potential problems/conditions and provide ways to solve those problems.
6) draw on experiences and participation of neo-literates.
7) promote culture, national integrity and dignity.
8) be simple, attractive and interesting.
9) utilize visual aids which are appropriate for the neo-literates' needs and interests.
10) be integrated with self-evaluation.

2. Steps of Developing Materials

In developing such materials the following steps are required.

1) Field survey
↓
2) Analysis of data and identifying priority needs
↓
3) Selection of theme
↓
4) Selection of format
↓
5) Selection of content
↓
6) Writing, illustrating and editing the material
↓
7) Pre-testing of draft material
↓
8) Revision of draft material and preparation for printing
↓
9) Printing
↓
10) Evaluation

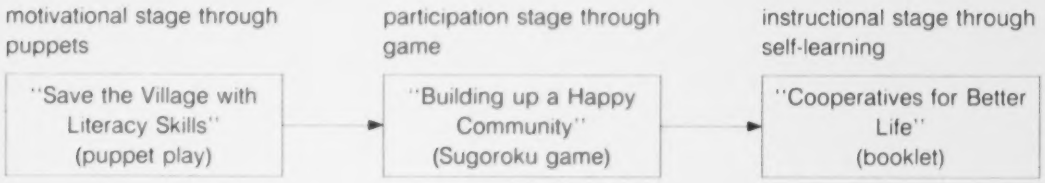
3. Multi-Media Approach for Successfully Conveying the Messages

When several kinds of media are combined and used, it is effective to convey a message. The followings (see next page) are examples of such multi media approach utilizing the AJP Materials (Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas of ACCU).

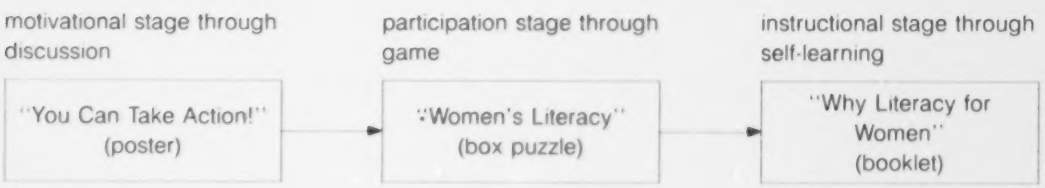
by Sharad Ranjit (Nepal)

HOW TO EFFECTIVELY UTILIZE AJP MATERIALS SO FAR PRODUCED AS A KIT

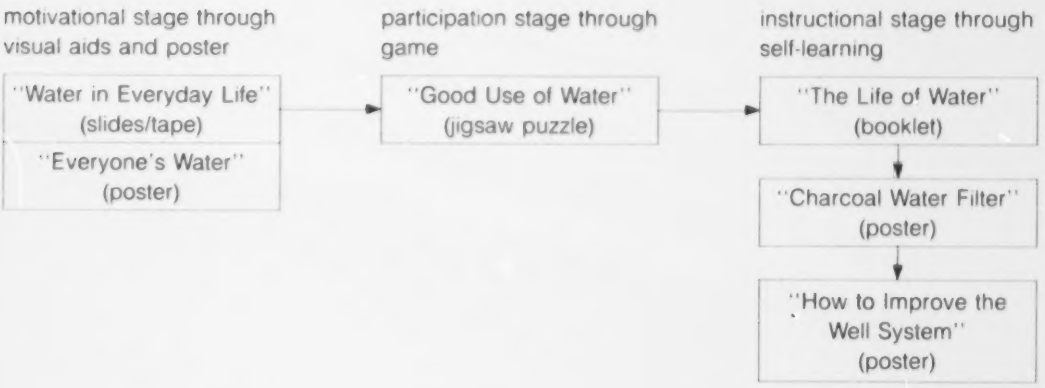
1. Community Development


motivational stage through puppets
participation stage through game
instructional stage through self-learning
"Save the Village with Literacy Skills" (puppet play)
"Building up a Happy Community" (Sugoroku game)
"Cooperatives for Better Life" (booklet)

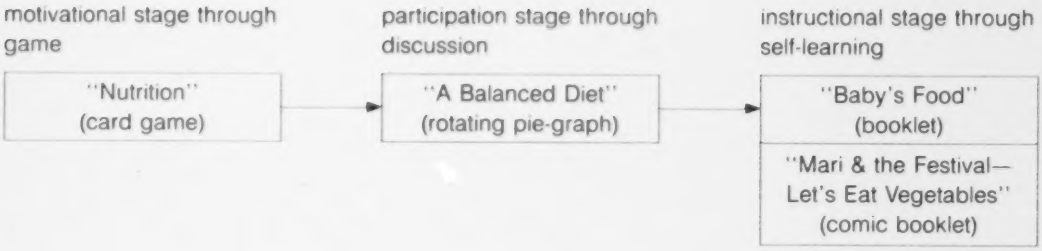
2. Women's Participation


motivational stage through discussion
participation stage through game
instructional stage through self-learning
"You Can Take Action!" (poster)
"Women's Literacy" (box puzzle)
"Why Literacy for Women" (booklet)

3. Water


motivational stage through visual aids and poster
participation stage through game
instructional stage through self-learning
"Water in Everyday Life" (slides/tape)
"Everyone's Water" (poster)
"Good Use of Water" (jigsaw puzzle)
"The Life of Water" (booklet)
"Charcoal Water Filter" (poster)
"How to Improve the Well System" (poster)

4. Nutrition and Health


motivational stage through game
participation stage through discussion
instructional stage through self-learning
"Nutrition" (card game)
"A Balanced Diet" (rotating pie-graph)
"Baby's Food" (booklet)
"Mari & the Festival— Let's Eat Vegetables" (comic booklet)

Part 2: Collecting and Analyzing Data for Development of Materials

The first step in development and production of materials for neo-literates is to collect and analyze the data concerning the target group. The data on profiles and problems of neo-literates would provide information on (1) sex, (2) occupational group(s), (3) age group(s), (4) region or location of residence, (5) classification by issues, (6) others. The materials prepared should be based and linked with the problems and needs to help neo-literates to improve their quality of life.

Pre-requisite of any survey is clear identification of survey objectives, and survey contents in detail.

Suggested survey methods are:
1) *observation*
2) *questionnaire*
3) *interview—(a) structured*
(b) unstructured
4) *unconventional methods*

Individual(s) need to be selected who can conduct the survey. Compilation and organization of data collected by these individuals would provide required information for developing the material.

Appropriate methods of survey must be carefully selected to identify the real needs of the learners. Sometimes it is rather difficult to see the real problems and needs lying behind what are easily seen. Also it is important to conduct a survey in a relaxed atmosphere so that the learners would not be afraid to express their problems and opinions frankly.

1. Methods of Collecting Survey Data

1) Observation

Observation means observing in depth the situation and living conditions of the target group, such as their daily food, clothing, housing, water, health, recreation and sports, environment and population, communication, income, education, culture and their spiritual life. The observation may lead to identification of learners' problems and needs.

Here is an example of an instrument one may use for observation.

1. Distance between house and the animal shed.
( ) far enough
( ) close to the house
( ) part of the house
Note: _____

2. Utilization of space for home gardening
( ) well utilized
( ) under utilized
( ) not utilized
Note: _____

walking around the village for field survey

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2) Questionnaire

The questionnaire would cover the following points:

1. Target individual's
   a) sex, b) occupation, c) age, d) location, e) number of family members

2. Questions to ascertain:
   a) literacy level
   b) exposure to printed material
   c) opportunities to use reading and writing skills
   d) exposure to electronic media

3. Hardships in daily life in the areas of:
   a) family
   b) community
   c) housing
   d) food
   e) health
   f) profession
   g) others

4. General information about the survey:
   a) surveyor's name
   b) date and time of survey
   c) place
   d) name of the person being surveyed

This will aid in interpreting survey data.

Use questions that are easily understood and concretely stated. Avoid ambiguous or compound questions.

If a large number of questionnaires are distributed over a wide area, use 'check' (✓) style, using 'fill-in' (written) answer style only when necessary.

field survey (Nepal)

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3) Interview

Interview can be done by asking some people in the community, especially community leaders, including formal leaders like Head of the Village, teachers and government officials who live in the village, and informal leaders such as religious leaders, youth leaders, women leaders, medical personnel, and other prominent people in the community. One can also have direct interviews with the target group. If sampling technique is used to limit the response, one can use 5-10% sampling of both community leaders and the people who are categorized as target group.

(a) *Structured Interview*
For structured interview it is suggested to use open-ended question as in examples below.

1. How frequently do you listen to educational radio programmes?
( ) often
( ) sometimes
( ) rare
( ) never
Please tell your reason, why?

2. Do you boil water before you drink?
( ) yes ( ) no
Please tell your reason, why?

(b) *Unstructured Interview*
For unstructured interview the questions can be as follows:

1. Would you please tell us about your problem concerning the water for your daily use in your house?

2. What are your views regarding your children's education?

Some of the examples of questions are shown below:

a) Daily food
- What kind of food do you eat everyday?
- When is your meal time?
- How many times a week do you eat meat, egg, vegetable, fruit?
- How many times a week do you drink milk?

b) Clothing
- How many pairs of clothes do you have?
- How many new clothes do you buy a year?
- Do you make your own clothes?
- What kind of clothes do you like?

c) Housing
- Is this your own house?
- Is the space of your house enough for your family?
- Is the roof leaking?
- Do you plant your garden with crops or flowers?
- Do you have any problem in drainage?
- How do you dispose your garbage?
- Do you have pet animal?

d) Water
- Where do you get water for drinking, cooking and washing?
- Who carries water?
- Is the water filtered and boiled?
- Where do you store your water?
- Do you have enough water?
- Do you store the raining water?

e) Health
- Where do you go when you get sick?
- What kind of disease do you usually get?
- Do you get vaccination?
- Do you keep essential medicine at home?
- How far is the clinic or hospital from your house?

f) Environment
- Do you have your latrine at home? Private or public?
- Is there any proper drainage?
- Is there any place to dispose community garbage?
- Is there any problem of security?
- How do you keep your environment clean and nice?

g), h), i), ...etc.

4) Unconventional method

This method in addition to the three other methods mentioned above is required to collect more information on the problem areas of neo-literate's life.

The following four ways are suggested among others.

1) Single Poster

Draw a village situation on a sheet of paper. It should depict the problems noticed or envisaged by the surveyor. Ask a group of 20-30 people from the village to identify or comment on this poster. Take one problem at a time. Note down the comments and list the problems one by one.

2) Serial Posters

These consist of 5-10 posters. Each poster has a certain picture that can be interpreted as a problem. Ask the viewer to arrange the posters in any sequence and tell a story based on the poster. Problems can be identified from the story they tell.

3) Group Discussion

Through discussions among learners, material producers and others concerned, various needs from different perspectives could be identified.

field-survey by Tek Bir Mukhiya (Nepal)

Problems which may occur in field survey (*1)

1) Target groups do not maintain good cooperation because they do not adequately understand the purpose of evaluation, so that it undermines their confidence and makes them apprehensive.
2) Target groups give wrong information because some fear that the right information would be detrimental for their village's image and some of them are too timid to tell the truth.
3) Surveyors do not accord village leaders the respect they deserve. As a result, this situation leads to bad collaboration between them.
4) Surveyors are not well-trained.
5) Surveyors do not understand about specific dialects and culture of the target groups.
6) Target groups do not have enough spare time, as they are too busy making a living.

4) Flexiplan

Flexiplan is a set of small pictures, drawn on a thick paper, cut one by one, in such a way that the figure is flexible. For example, a figure of woman can be shown as sitting, standing, running, etc. Many such figures can be made concerning the life and situations of the village. Spread these figures on a table or on the floor, and let the people choose and put flexiplans on flannel cloth, creating their real life situations. Then ask questions about the problems emerging from the flexiplans. Such figures can be cut from old newspapers or dry leaves also, and arrangement can be made on the ground.

2. Classifying and Analyzing the Survey Data

1. New Participation Method

There are number of methods in analyzing collected data. One of them which has been proved effective is a method called "New Participation Method" of ACCU. It allows identification of problems and needs very easily and clearly with the participation of all members involved.

There are mainly two (or three) stages involved: (a) making a data map on problems and needs, (b) making a data map on solutions to the problems, and (c) on practical actions. Throughout the process, the members are advised not to refer to any written material as reference.

by Tek Bir Mukhiya (Nepal)

Procedure of New Participation Method

(1) All the personnel involved in survey form groups of about 7 to 10.

(2) After coming back from the field survey, all the members of each group present the identified problems and needs in the village, for about 20 minutes. All the members should express their observations, therefore, each person should limit their speech within 3 minutes or so.

(3) Each member in the group, then, writes down most crucial problems and needs in the village on 10 or more small slips of paper. One item on one slip should be written and about 20 minutes is given for writing. Each item should be written in the following manner:
   a) in simple language and in short sentences
   b) clear and practical content
   c) easily understood by everyone

(4) After writing is finished, each person reads out what he/she has written in turn. Other members listen to the content of slips so that they can be classified according to similarity of content. The members classify all the slips into several groups and paste them on a large sheet of paper.

(5) Each category should be circled and all the slips integrated to make a summarized sentence for each category. Also the number of slips in each category should be indicated as a reference for deciding the priority numbers.

(6) The first data map on problems and needs is completed. The group then follows the same procedure to make the second map on solutions to these problems. Based on the data map on solutions and taking into considerations factors such as national goals, for example, a learning curriculum for the target group can be formed.

(7) Important or crucial items should be taken up as the theme of materials to be produced even if accorded minimal priority through discussion between surveyor, neo-literate materials production specialists and others.

Materials Needed for "New Participation Method"

1) large sheets of paper
2) small paper slips—at least 20 pieces per person
3) scotch tape or glue
4) markers (possibly 3 colours)
5) pencils or ball-point pens for each person

Classifying Data According to Ten Basic Aspects of Life

Data collection can be classified according to human needs. 10 basic aspects of life have been identified and defined by Sarvodaya Development Education Institute of India which clearly enumerate human needs:

A. Essentials for Life

1. Food

All living beings exist on food. In the world today 4000 people die every six hours due to the lack of balanced diet, which is essential for energy, growth and protection. Those who are subjected to malnutrition have low resistance to infection and disease.

2. Clothing

Clothing is necessary to protect oneself from heat and cold, from flies and mosquitoes. It is also connected with culture.

3. Housing

A house with adequate light and ventilation is needed for protection against sun, rain, heat, cold, etc.

4. Water

Water is essential for living beings. Every family, every individual, requires water for drinking, washing, for watering plants, etc. No agriculture or industry can be undertaken in a place without water.

However, the same water which sustains life can also destroy it if the water is not available in adequate quantity or it is polluted. Polluted water carries germs of disease and infection. Water contaminated by the faecal matter of humans or animals may spread diseases such as typhoid, cholera, dysentery infectious hepatitis, etc.

The distance between the house and the source of water has a direct influence on the health of an individual as well as on his/her productive capacity.

5. Health

Physical, mental and social health care is another basic need of man. Recreation and sports are needed to maintain health.

B. Socio-Economic Life

6. Environment and Population

Amongst the factors contributing to the fullest personality development of an individual is his/her environment. Environment here means physical, social, emotional and mental environment in which we live.

Physical environment includes the house, kitchen, latrine, well, other water supplies, garden, soil, vegetation, pathways leading to the house, roads in the village, main roads, air, electricity, etc. Reasonable number of children in each family and reasonable number of people in a certain place should be seen in relation to various aspects of environment mentioned above.

7. Communication

It is an essential basic human need to have a roadway to the village and at least a path to walk, if not a proper road, leading to every household. There should also be communication media within the community and with other communities outside.

8. Income

It is a basic need to have a permanent source of income. Job possibilities can be created in the community by utilizing local resources. Income-generating activities can be taken up by an individual or a community.

C. Educational and Cultural Life

9. Education

Providing education to every citizen through formal and/or non-formal education system should be treated as one of the basic human rights or duties, as the case may be.

10. Cultural and Spiritual

Cultural and spiritual life is needed for peace and harmony in the society.

2. Classification of Survey Data through a Priority List

(1) Priority list of collected survey data

All the data collected by observation, questionnaire, interview and unconventional method should be organized and listed carefully, in order of priority of that particular target group.

(2) Basic method of classifying survey data

1) Arrange data collected by observation, interview, questionnaire, unconventional and other methods into separate categories of target group, issue, etc. in order of priority.
2) The priority of needs of target neo-literates can be easily identified by converting the data collected by the "check" style questionnaire into percentage.
3) Important or crucial items should be taken up as the theme of materials to be produced even if they show small percentage through discussion among surveyor, neo-literate materials production specialists and others.
4) Categorizing survey answers of "fill-in" (written) answer type by separate topics and considering their respective numbers can help in setting priorities.

3. Identification of Locally Available Resources for preparing materials

(financial resources / people's cooperation including resource persons/materials already in the local market)

Before the work begins on the materials, it is necessary to identify:

1) financial resources for development and production of the materials. This includes the amount of money to be used and its source.
2) People's cooperation include resource persons comprising writers, content experts, illustrators, photographers etc., who would cooperate in developing and producing the materials.
3) It is essential to see the materials already available in the local market to avoid overlapping or for their use as references.

by Albert Gamos (Philippines)

Sample of the priority list

date: _____

name of surveyor: _____

1. Place: (name of the village/community surveyed, etc.)
2. Target group: (number of people) _____
   (sex, age, occupation, etc.) _____
   (level of literacy) _____
   (others) _____

	ASPECT OF LIFE	PROBLEMS IDENTIFIED BY SURVEY	PRIORITY
A. Essential for life	• Food		
	• Clothing		
	• Housing		
	• Water		
	• Health, recreation and sports		
	• Others		
B. Socio-economic life	• Environment and population		
	• Communication		
	• Income		
	• Others		
C. Educational & cultural life	• Education		
	• Cultural and Spiritual		
	• Others		

notes:

_____

_____

_____

_____

The first step in the production of effective materials is to correctly analyze results of surveys concerning their needs, establish priorities, and choose the theme or topic of the materials.

Selection of Theme

In deciding upon a theme, the evaluation of needs and suggested solutions to the problems produces basic data which leads to arriving at the appropriate theme.

1. Steps in Selecting Theme

1) First, set priorities based upon consideration of respective degree of urgency and importance of each issue to be addressed.

2) Issues and items arranged by priority can then be listed by type, and a coherent chart devised to display the needs of the target group.

3) Assemble not only the producers of the literacy materials but also experts and other persons directly related to concrete issues and, referring to the chart, draw out the opinions and knowledge of these persons of various specialties in a discussion. For example, specialists in agriculture, ecology, health and nutrition may collaborate with producers of the materials to arrive at a broader and deeper thematic concept and content.

4) At this stage, themes should be decided upon, beginning with higher precedence items, in consideration of (a) objectives, (b) contents, (c) target group, (d) method of application, and (e) place of application of the materials to be produced.

5) After the theme has been decided upon, consider what data will be necessary and whether or not there are any materials already in existence (particularly in the target area) that may be applied. Make a chart of such information, and prepare to move on to the next planning stage, that of format.

Theme decision based upon opinions and needs of a wide variety of people rather than only preliminary surveys and research can be accomplished systematically by using a "category" approach, itemizing each issue or problem by category.

Which theme can be selected...?
(from AJP booklets)

2. Possible Themes for the Materials

Health

1. Daily Health
   1) drinking water and clean water
   2) healthy food
   3) awaiting the birth of a baby
   4) baby care
   5) first aid and family care
   6) food conservation
   7) others

2. Sanitation
   1) cleanliness of surroundings
   2) how to make a lavatory
   3) garbage and waste disposal
   4) housekeeping tips
   5) personal cleanliness
   6) a healthy body
   7) others

3. Balanced Diet
   1) nutritional values of foods for physical and mental health
   2) proper selection of food
   3) how to diagnose and cure illness caused by unbalanced diet
   4) how to cook properly
   5) others

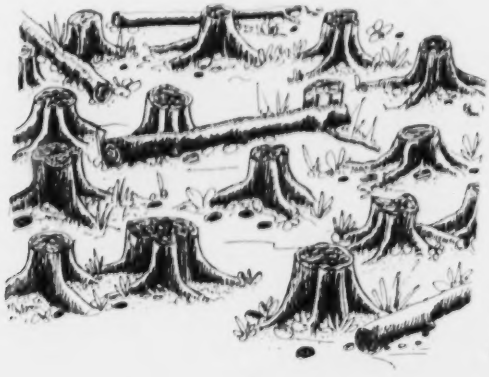
4. Common Diseases
   1) some contagious diseases
   2) others

Environment and Science/Technology

1. What Is Good Environment
   1) appreciation of nature and relationships between nature and human beings
   2) protective and corrective environmental measures
   3) a clean home environment
   4) the home garden
   5) pollution of air, water, soil, etc.

2. Reforestation
   1) importance of forests
      —practical uses of trees and wood
   2) protective and corrective measures for erosion
   3) forests and animal life
   4) how to properly replant forests

3. Science and Technology in Everyday Life
   1) Water
      a. uses of water
      b. how to conserve water
      c. how to ensure water supply
      d. how to purify water
      e. flood control
      f. water cycle
   2) The Sun
      a. practical knowledge
      b. uses of sunlight—
         (sanitation, health, food preservation, crops and animals)
      c. solar energy
   3) Bio-gas, Wind power, etc.
   4) Chemicals and Their Careful Handling



(Papua New Guinea)

Production

1. Food Production
   1) How to improve production (raising poultry, rabbits, goats, sheep, cows, and caribou; fish-farming, bee-keeping, keeping silk worms; plantation and forestry; planting fruit trees, coconuts, cloves, coffee; etc.)

2. Handicrafts and Vocational Skills
   1) Creative use of local materials (clay, reeds, bamboo, shells, stones, palm leaves, etc.)

   2) How to Start a Home Industry
      a. identifying materials
      b. acquiring skill, technology and equipment
      c. quality control
      d. marketing

by Sharad Ranjit (Nepal)

Social and Economic Aspects

1. Citizen Life
   1) Why be a good citizen? (relationship of individuals to community, value of sharing)
   2) Criteria for a good citizen
      a) active participation in community development programmes
      b) knowledge of and compliance with basic laws of the country
      c) respect for cultural heritage
      d) healthy attitude toward others
      e) knowledge of one's rights and responsibilities

2. Cooperatives
   1) What is a cooperative?
   2) What is the importance of cooperatives?
   3) Requirements for a cooperative (proper spirit and attitudes of people involved in a cooperative)
   4) How to form a cooperative (techniques of organizing, basic legal requirements, contact with government cooperative authorities)
   5) Possible activities of cooperatives (area that can be served by a cooperative)

3. Community Responsibility
   1) Building a new village
   2) Conservation of nature
   3) Development of youth
   4) Unity in the community
   5) Constructing roads and bridges
   6) Maintenance of public places and facilities

4. Family Life
   1) Morals in the family
   2) Family planning
   3) Religion and faith

5. Economic Efficiency
   1) Marketing of products
   2) Negotiation of price
   3) Household budget
   4) Taxes
   5) Savings and loans

Culture

1. Proper Use of Recreation and Leisure Time
   1) What is proper leisure?
      (Folk theatre, music, home decorating, painting, athletic activities, reading, etc.)
   2) Spending extra time
      a. activities for wholesome enjoyment
      b. activities for extra income
      c. activities which are communal in nature
      d. activities for educational growth
   3) How to budget time
      a. planning a year's schedule of activities
      b. planning a day
   4) Providing facilities for recreation

2. Cultural Heritage
   1) Cultural heritage
      (fostering love for folklore, monuments and sites, native arts, local history, etc.)
   2) The value of cultural heritage for community identity, source of inspiration, source of recreation, indication of forefather's efforts)
   3) How to express appreciation and love for cultural heritage (preservation and transfer of knowledge, active participation in cultural activities, daily application of traditional knowledge, etc.)

by Jaime Cortés de Los Ríos (Colombia)

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Selection of Format

1. Matters to be Considered When Selecting Format

Format of materials for neo-literates is decided on the basis of what may be most appropriate and effective for the content of the particular material to be produced.

When intended expression of content is most appropriately matched to format (booklet, pamphlet, poster, game, audio-visual medium, etc.), the highest degree of effectiveness is achieved. If the proper format is not selected, the content is not clearly and vividly conveyed and the communicative effect is markedly diminished.

In deciding upon the format to be used, it is important to be knowledgeable about:

(1) needs and literacy level of target audience neo-literates,
(2) location and conditions in which materials are to be used,
(3) methods of application and their clarification, and
(4) production cost and process and means by which the materials are to be produced.

(1) Understanding needs and literacy level of target learners

As neo-literates or illiterates seldom have enough time to study in a school or special literacy class, it is necessary to be aware of target learner's preference for a particular format within that limited time frame. While producing posters and audio-visual materials to be presented before a group of people, it is particularly important to know the literacy level of the group as well as of individual members in order to employ an effective format for their use.

(2) Location and conditions in which materials are to be used

It is necessary to know in what type of setting (environmental conditions) the materials are to serve, and in what manner they are to be applied. Materials such as posters should be displayed prominently, over a long period of time, in locations where people assemble or on a large wall surface. Audio-visual materials normally require facilities and equipment such as electricity and slide projectors.

It is also necessary to see target group's extent of exposure to electronic media. If the community is using it freely then they are already trained to react to the programmes presented in this medium. But if the village has no electricity, then the electronic media is certainly not effective because, firstly, they do not have an opportunity to view programmes on them; secondly, they are too tired to drag themselves to the community centre to watch television or films, etc.; and thirdly, the medium itself fascinates them in such a way that the message remains unregistered.

In such circumstances, it would be better to select a medium from their own culture or create a kind of programme in which they can also participate. In many cases, multi-media approach is most suitable for conveying the message.

The producers of materials should be also well aware of the locally available resources and the background of the target learners' culture, customs, preferences, etc.

(3) Methods of application and their clarification

In producing materials for neo-literates such as games and comparatively thick books, care should be taken so that they do not require excessively detailed guidelines for their application by instructors. Format of materials must be

carefully considered so that the materials can be at first easily accepted and understood by the instructors. A format which is complicated or poses problems in application or does not clearly and simply convey the intended message should be avoided.

(4) Production costs

Cost of material production varies greatly, depending on the format and the facilities available for production. It is important to determine best possible format, process, and supplies to be utilized within the budget set for the particular production.

by Sharad Ranjit (Nepal)

2. Possible Formats for Materials for Neo-literates

CATEGORY	FORMAT
1. Printed book	book, booklet, photonovella, comics, etc.
2. Printed non-book	poster, leaflets (flyers), wall newspapers, news periodicals and journals, flip chart, cards, etc.
3. Audio-visual media (electronic)	film (8mm, 16mm, etc.), movies, videos, slides, tapes, radio programmes, TV programmes, etc.
4. Audio-visual media (folk)	puppet show, shadow play, drama, Kamishibai (picture story-telling), songs, folk dances, etc.
5. Games and others	card games, jigsaw puzzles, 'future' games, games of finance (e.g. 'Monopoly'), board games such as Sugoroku, Parcheesi, snakes and ladders, simulation game, etc.

Part 4: Procedure for Developing Materials for Neo-Literates

Introduction

After deciding the theme and format of the material to be produced, the practical steps of material development such as preparation and drafting of manuscripts and illustration, pretesting, etc. will start. The steps of material development are listed in the following flow chart:

1. Topic Selection
↓
2. Format Selection
↓
3. Content Arrangement
↓
4. Script Preparation
↓
5. Illustration
↓
6. Arrangement and Editing
↓
7. Finalization of Title and Captions
↓
8. Field Test
↓
9. Revision
↓
Mass Production

In Part 4, the practical development process of representative materials from four categories of the formats are described step by step with matters to consider in each step as follows:

Printed book materials
(1) booklet
Printed non-book materials
(2) poster
Audio-visual materials (electronic & folk media)
(3) radio programme (electronic)
(4) slides and tape (electronic)
(5) video programme (electronic)
(6) puppet play (folk)
(7) Kamishibai: picture story-telling (folk)
Games and Others
(8) Sugoroku game
(9) Card pick-up game
(10) Simulation game

I. Printed Book Materials

Printed books and booklets have certain distinctive qualities which give them a position of pre-eminence among basic literacy and neo-literacy materials. They are as follows:

a) Books can actively help in self-education. Most other educational materials need help of other agents or educational aids. The learners use books and booklets at their own time, place and convenience, even repeatedly if necessary. They can become a part of the reader's life.
b) Books can be easily carried and produced.
c) Books can cover much wider areas of knowledge and keep pace with expanding knowledge.
d) Books promote understanding and reasoning, as the readers can reflect and review in a manner not possible with a time-bound, arranged programme. To enable effective usage of books, certain conditions should be fulfilled.

Booklet

Characteristics

A booklet designed for neo-literates is made of approx. 12-32 pages, depending primarily upon literacy level of target readers and contents of booklet. Booklets should feature:
(a) a well-ordered, easily understood series of explanations, or
(b) an easily understood, story-like progression.

Guidelines for Booklet Writing

Planning

Functions and Objectives

Make a decision as to what the functions of the booklet will be to achieve the set objectives. This will serve as a guide in the selection of content, learning activities, teaching strategies and evaluation techniques.

by Albert Gamos (Philippines)

Content

(1) Select content that will achieve the objectives.
(2) Complexity of the content should be based on the stages of development of the learners.
(3) The content should be relevant to real-life situations.
(4) The content should consider the cultural background of the learners.
(5) Integrate content within literacy levels and across subject-areas and with curriculum imperative whenever feasible.

by Pablo Chavez (Mexico)

Writing

Presentation

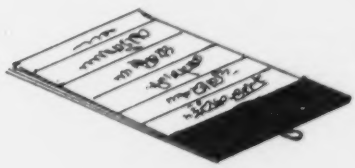
(1) Address the booklet to the learner.
(2) Make use of talented artists and writers (attractive illustrations, lead paragraph, etc.) to motivate the learner and provide an overview of what he will learn.
(3) Use different methods to make it interesting. A combination of discovery technique (including laboratory method, problem-solving) and expository method (including demonstration method) seems to provide better results than the utilization of one technique.
(4) Sequence the materials according to:
    a) learner's literacy level and manner of learning
    b) nature of discipline
(5) Provide for maximum transfer of learning
    a) developing subordinate concepts/processes/skills before higher order concepts/processes/skills.
    b) including experiences in a wide variety of situations as close as possible to the kinds of problems the learner will meet in everyday life.
(6) Develop learning sequences. From the content on real life situations as basis, it should follow a sequence to more abstract concepts, etc.
(7) Provide reinforcement exercises leading to feelings of reward and satisfaction, mastery, retention and added insights in attacking a problem.
(8) Provide for the development of critical thinking through repeated exposures to problem-solving situations.
(9) Use visual materials as much as possible to reinforce concepts and/or processes.
(10) Provide activities and references for extended reading and wider research.
(11) Consider the readability level of the materials. The vocabulary and sentence length should be suited to the literacy level of the learners.

Physical Make-up

(1) Use illustrations and captions that appeal to the learners.
(2) Make layout attractive, neat and easy on the eyes of the learners.

Evaluation Tools

(1) Prepare instruments for evaluations of the materials based on the objectives of each unit/chapter.
(2) Provide instruments for evaluations to assess the totality of learning.



Practical Process of Developing Booklets

1. Development of Theme/Content

The theme of the booklet requires skillful handling. After having identified the problem and the suggested solutions it has to be woven in such a way that the reader is not at the receiving end but can identify herself/himself with the characters of the booklets.

(a) Logically ordered explanation makes content easy to understand. (Even complex content can be made understandable through logical theme development.)
   i) "How-to" booklets—handicrafts, live-stock raising, etc.
   ii) Theory-based booklets—hygiene, scientific knowledge, etc.

(b) Presenting the information in an interest-generating story is effective. (Difficult information can be conveyed in a pleasant, captivating manner.)

(c) Based on contents, decide upon one of the following two types of booklets:
   i) primarily illustrations, with text playing a complementary role (mainly for beginners)
   ii) primarily text, with complementary illustrations (mainly for middle- and self-learning-level readers)

2. Content Arrangement

(1) List items comprising content of selected theme.

(2) Arrange items in proper order as an outline. Ensure clarity in development of theory or story.

3. Script Preparation

(1) Begin writing text (or have designated writer begin) from the outline.
   a) Sentences should be as short as possible.
   b) Use simple expressions and comprehensive ideas.
   c) Choose words that are applicable to target reader's locale and lifestyle.

(2) At this stage, decide upon the length of the booklet.

(3) It is useful to prepare a "dummy" of the booklet in smaller size with actual number of pages.

(4) In script writing, try to get cooperations of able writers who can write imaginative and interesting stories. Too simple or too technical stories cannot attract the interests of the learners.

(5) Script preparation and illustration should proceed together.

(Bangladesh)

4. Illustration

(1) Choose type of illustrations to fit the topic of the booklet.
e.g. humourous illustrations
cartoons
technical illustrations
imaginative illustrations

(2) Illustration progression based on outline drawn up by script preparation staff.

(3) The effectiveness of literacy materials is said to be determined by the quality of their illustrations.

Characteristics of illustrations for use with literacy materials are as follows. (applicable to all formats)

High quality illustration should be used for best possible visual effect. Furthermore, full cooperation on subject matter and issue(s) addressed in the materials from illustrator(s) fully aware of subject matter and the issue(s) addressed is crucial.

The following points should be kept in mind when illustrating materials for neoliterates:

a) Illustrations should be attractive, interesting, enjoyable.
b) Use simple and clear illustrations accurately representing content.
c) Avoid cluttered backgrounds and inclusion of excess unrelated elements.
d) Features and clothing of human figures, scenery, structures, tools, etc. in illustration should conform to those of target reader's surroundings.
e) Culture, leisure, health, medicine, work skills, science—there are illustrations appropriate to each field.

Materials production staff(s), author of text, and illustrator(s) should maintain close contact, consulting each other as the job progresses. This allows the content of the booklet to be presented most effectively as a coordinated production of text and illustration.

Photographs can also be effectively used in literacy materials.

Different Styles of Illustrations

illustrations by Tek Bir Mukhiya (Nepal)

5. Arrangement and Editing

(1) Make copies (photocopy, if possible) of illustrations and try writing the text on those pages.

(2) Ensure that text and illustrations match and amplify each other. Layout text and illustrations logically, with smooth reading in mind.

(3) Check overall logic and development.
- Are there no contradictions?
- Are development, progression, and conclusion clear?

(4) Check each page for coordination between text and illustrations.

Text

a) Ensure that not too many sentences are related to any single item.

b) Ensure that vocabulary, sentence length, comprehension level, etc. match literacy level of target readers.

Illustration

a) Revise or delete any incongruous or incomprehensible elements in illustrations.

(5) Prepare front and rear cover of booklet. The front cover should make one want to read the booklet at first glance, and accurately represent content of the booklet.

(6) Try to project a good impression through use of colour and design.

Make the cover attractive enough for the readers to make them open the pages.

6. Finalization of Title and Captions

Decide on booklet title, subtitle(s), and captions for all scenes. These should be attractive and relate subject matter to readers, and be as brief as possible in representing content.

by Tek Bir Mukhiya (Nepal)

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7. Preparing for Field-Testing

(1) Using paper size and number of pages corresponding to final product, prepare a model booklet in the same form.
   a) This is to get an idea of the image and effect of the complete booklet.
   b) Check that the product develops its content in a manner befitting a booklet.
   c) Check the overall rhythm of the booklet to ensure that all pages and parts work towards the presentation of the content.
   d) Leave space in this model booklet to add and change in accordance with suggestions of experts and field test results.

(2) Prepare an Instructor's Manual
   The following should be considered in an instructor's manual:
   a) target group
   b) objectives
   c) method of application
   d) anticipated effect
   e) follow-up

(3) Make contact with prospective instructors for the field-test.

(4) Produce as many model booklets as there are target readers.

field-testing of booklet (Mongolia)

8. Field-Testing

In order to produce learning materials for target learners in the most effective manner, with the least number of drawbacks and being the most highly motivated materials, it is suggested that field testing be prepared beforehand in the following steps:

1) Study thoroughly about village data collected for field test as well as details of leaders and participants as samples and be sure to make appointments of time and places in advance.

2) Make a good preparation of facilitators dealing with materials presentation in such a way that they acknowledge about participants' descriptions including their specific dialects and traditional beliefs.

3) Let facilitators practice presenting materials in advance for many times until they feel that they can manipulate it skillfully and confidently.

4) Prepare evaluation sheets and try all of them in advance for their credibility, reliability and clear understanding.

5) Present learning materials to target groups in accordance with steps previously given.

6) Evaluate learning materials in terms of clarity, simplicity, language, illustration, relevance of theme and topics, communication of message, style and format, etc. to find out whether those materials interest, impress and attract target groups or not. Various forms of evaluation techniques may be utilized, e.g., questionnaires, observation, seminars, discussion, etc.

7) Analyze and discuss the evaluation results to scrutinize about advantages and disadvantages of learning materials.

8) Make a correction and adaptation of learning materials in the most effective way before publication.

Sample of Evaluation Form for Booklet

1. Language
   a) Vocabulary ( ) difficult
   ( ) not so difficult
   ( ) easy

   b) Statement ( ) too long
   ( ) reasonable
   ( ) short

2. Manner of presentation
   a) Format/physical content
   ( ) interesting
   ( ) not interesting

   b) Illustrations ( ) attractive
   ( ) not attractive

   ( ) informative
   ( ) not informative

3. Subject matter ( ) difficult
   ( ) not so difficult
   ( ) easy

   ( ) relevant
   ( ) not relevant

4. Will you put to use what you have learned in the booklet? ( ) yes
   ( ) maybe
   ( ) no

Two methods of field-testing of booklet are:

a) Assemble all readers in one place (e.g. village meeting place or elementary school) and have each person read there.
b) Have readers take booklets home, then some hours later or next day investigate results.

With booklets of the "How-to" type, try to investigate whether or not readers have actually learned "how to".

As sufficient time for each target reader to leisurely read the model booklet is necessary, allow ample time for field-test.

9. Revisions to Draft Materials

(1) Analyze and interpret survey results.

(2) Organize and hold an editorial staff meeting of production-related personnel (producer, writer, illustrator, instructors, etc.), and invite the attendance and opinions of individuals from other fields.

(3) Collate opinions bearing on improvements.

Sample of Collating Results of Survey

1. Language		
a) Vocabulary	- difficult	(3.5%)
	- not so difficult	(20%)
	- easy	(75%)
b) Statement	- too long	(5%)
	- reasonable	(80%)
	- short	(15%)
2. Manner of presentation		
a) Format/physical content		
	- interesting	(60%)
	- not interesting	(40%)
b) Illustrations	- attractive	(70%)
	- not attractive	(30%)
	- informative	(80%)
	- not informative	(20%)
3. Subject matter	- difficult	(30%)
	- not so difficult	(50%)
	- easy	(20%)
	- relevant	(70%)
	- not relevant	(30%)
4. Will you put to use what you have learned in the booklet?	- yes	(60%)
	- maybe	(30%)
	- no	(10%)

(4) Request writer and illustrator to carry out necessary revisions.

10. Completion (on to printing)

Photonovella

This effective format for neo-literate materials tells a story through a series of photographs arranged in sequence as a booklet. The photo novella is well-suited to visually and realistically convey the content in an impressive manner. It can be employed in presenting desired scenes in cases where an illustrator is not available.

The production process progresses, basically, as is outlined in "Steps in developing materials for neo-literates." Paying attention to the following points when producing photo novella, however, can result in increased effectiveness:

(1) Items (scenes, etc.) of importance in the development of the story should be clearly depicted in photographs. Too many objectives or overly complex situations should not be introduced in any one scene, and each scene should maintain clear continuity in the story.

(2) Distant shots and close-ups should be combined to avoid monotony in visual presentation.

LALU ISTIRAHAT
Waduh motor sekali bajuku.
Iya bajuku juga. Bagaimana ya ?
Kan hanya main-main.
Pasti orang tua kita marah. Toh lihat bajumu juga.
Iya ya. Banyak sekali sabun yang dipakai untuk mencuci.
Mungkin ini kebutuhan mereka.
Bagaimana kalau kita membuat sabun sendiri ?
Membuat sabun sendiri ? Siapa yang akan mengajarnya ?
Saya sendiri yang mengajar !
Bagus sekali kalau begitu . . .
12
SEMINGGU KEMUDIAN
Inilah alat-alat dan bahan-bahannya.
Adukl tanus dengan kayu ini sampai kental.
HASILNYA DIBAWA PULANG UNTUK MENCUCI PAKAIAN.
13

photo novella (Indonesia)

II. Printed Non-book Materials

Printed non-book materials can be distinguished from printed book materials in a variety of ways. In this guidebook, "printed non-book materials" refers to all printed materials exclusive of books and booklets. These materials include primarily:

posters
printed news periodicals and journals
wall newspapers
leaflets (flyers)
flip charts
picture story-telling hardboard set
cards (flash cards, picture cards).

Such printed non-book materials are suited to effectively presenting a message or content to a number of persons simultaneously in a most visually appealing manner. Content of such materials should be kept simpler than that of printed book materials. This form is effective as an enjoyable learning aid motivating beginning and middle-level neo-literates to make further advances in reading ability.

(2) Poster

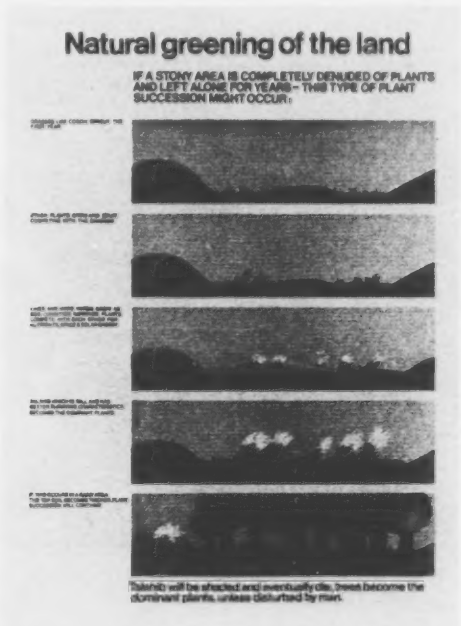
Characteristics

The basic function of a poster is to clearly present visually and directly a message to many people at once. While the poster is an effective means of conveying a lasting impression in a short time, communicating detailed information is not feasible.

Posters can be categorized as either
(a) campaign-type, designed to strongly project a single message; or
(b) instruction-oriented, illustrating and explaining through a single scene or series of scenes (which may be somewhat complicated) some profitable information of knowledge.

Posters can be applied in a variety of ways, especially as instructional aids for beginning-level neo-literates.

campaign-type poster (India)


Natural greening of the land
IF A STONY AREA IS COMPLETELY DENUDED OF PLANTS AND LEFT ALONE FOR YEARS – THIS TYPE OF PLANT SUCCESSION MIGHT OCCUR:

instruction-type poster (Philippines)

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Elements of a poster

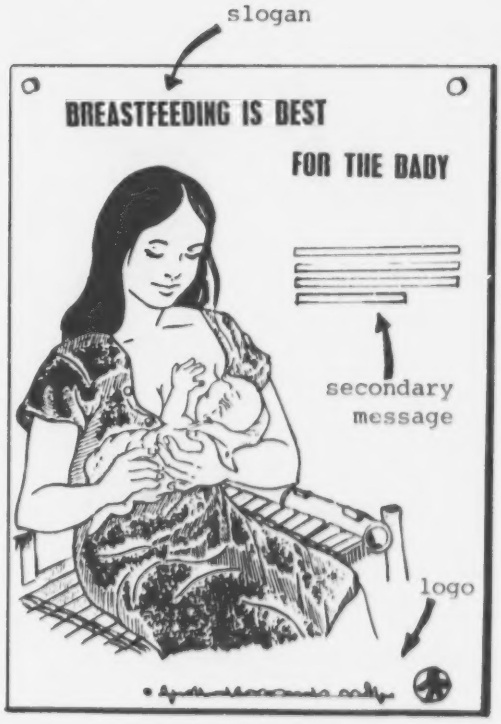
Most posters consist of four basic parts: (1) slogan, (2) visual content, (3) secondary message (course of action required) and (4) logo. For example, this is a typical poster encouraging mothers to practice breast feeding.

(1) **Slogan** must be dynamic, meaningful and as short as possible. The slogan must be large enough to be seen quickly and easily especially in posters used in unstructured situations.

(2) **Visual content of picture** must have a strong immediate visual impact. It should be directly associated with the slogan. It can be a drawing or a photograph. If a photograph is used, make sure it can stand up to close examination. More than one drawing or photo can be used but avoid including too many visual distractions.

(3) **Secondary message** (course of action required): The slogan and the picture attract and stop the audience, and the secondary message should stimulate or motivate them to do something and give them guidance on how to do it.

(4) **Logo** should tell the audience who is giving out the message and add credibility to the poster. A logo may take the form of a symbol, or contain the name and address of the organization, agency, unit, etc.

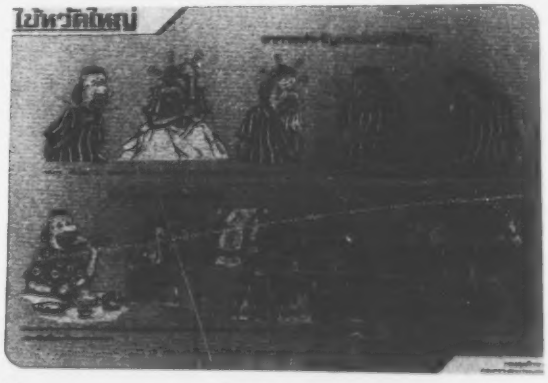


A good and effective poster requires careful planning.

Posters are

— for learners with limited reading ability, generating interest in the topic through impressive presentation.

— inappropriate for explaining detailed information or technique, or for offering theoretical explanations or solutions.



"Influenza" (Thailand) 49

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Practical Process of Developing Posters

1. Selecting Topic and Type of Poster

Any kind of topic can be presented through posters, but the poster medium is applied particularly in cases where direct and clear presentation of the topic is desirable.

by Tek Bir Mukhiya (Nepal)

Types of posters

(A) For campaign use

Importance of the topic is readily recognizable.

1. slogan 2. urgent message

(B) For educational/instructional use

Information and knowledge concerning topic should

(i) clearly show element(s) indicating how a given problem or situation came into being

(ii) aid the learner in connecting a certain phenomenon with other related one(s)

(iii) clearly suggest how to objectively view one's own environment and apprehend and solve problems in it

(C) For stimulating discussion

Rich content will lead to discussion among the individuals, encouraging their interest, sympathy, realization, and participation

2. Content Arrangement

(1) Devise short sentences or phrases to properly convey chosen theme.

Think of a short 'catch phrase' that allows easy, familiar grasp of poster content, e.g. "Mother's milk is the best!"

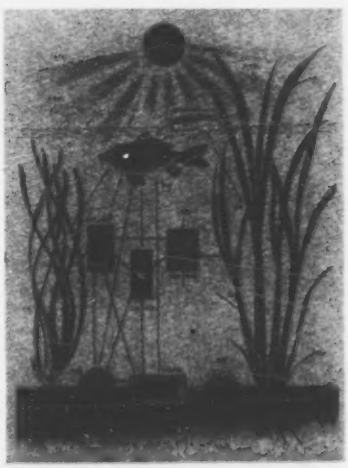
To quickly attract learners' interest and involvement, use words well-known in the respective countries.

(2) Along with this, devise a rough sketch of the poster's illustration and layout.

Ensure coordination of text and illustration, and obtain the cooperation of illustrator from the start.

Considerations in deciding on poster size

1) objective(s)
2) theme/topic
3) function
4) area and place of its use
5) type and number of target audience
6) financial considerations



"Carp-Agricultural Fertilization and Incubation" (China)

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3. Illustration

(1) The role of illustration in large posters, where the illustration itself expresses the content, is extremely important.

(2) Attractive and clear illustration should be used especially on posters making their appeal and communicating their content at one viewing. (Notice characteristics of illustration in literacy materials.)

(3) Illustrate in a style fitting the surroundings and interests of the learners.
e.g. realism, animation, art, design

(4) Photographs are also effective, particularly in campaign-type posters.

(5) Overall mood of the poster is greatly determined by layout and colour scheme.
- urgent issue
- significant problem
- optimistic view as the solution of the problem

4. Layout and Editing

(1) Make a copy of the illustrations and add text message in the appropriate space(s).
Check illustration against text for coordination and absence of contradiction, and consider whether or not one enhances the effect of the other. Ensure that text is not lost in the illustration, even when poster is viewed from a distance.

(2) Make final decision on title and sub-title(s). Use short titles properly representing content.

5. Preparing for Field-Testing

(1) Prepare a copy corresponding in size to final poster. Decide on poster size through consideration of content-effectiveness and production conditions.

(2) To produce an effect close to the final product, add colour as necessary to the monochrome test copy.

(3) Produce draft materials.

(4) Prepare an instructor's manual.

(5) Make contact with prospective instructors for the field-test.

Testing either through display of poster where a large number of individuals encounter it or through exposure to a designated group requires no large number of copies.

6. Field-Testing

(1) Collect information concerning local conditions prior to testing.

(2) Understand living conditions of target neo-literates.

(3) *Method: Unstructured*
Hang the poster in a place passed by many people, and survey their reactions.
(without instructor)

Method: Structured
Hang the poster in a designated place and assemble people there, with poster content explained by an instructor.

by Tek Bir Mukhiya (Nepal)

(4) *Campaign-type posters:*
Ascertain whether or not the poster has immediate appeal.

Instruction-oriented posters:
Directly after instructor's explanation, stimulate discussion, and observe extent to which follow-up activities and further related learning opportunities develop.

(5) Solicit learners' responses by questionnaire.
a) Theme appropriate?
b) Content easily understood?
c) Illustration attractive?
d) others

(6) Collate results of survey

7. Revisions to Draft Materials ———

(1) Analyze and interpret survey results.
(2) Collate opinions bearing on improvements.
(3) Request illustrator to carry out the necessary revisions.

8. Completion (on to printing) ———

Instrument for Field Testing

1) Can you read the title?
( ) Yes ( ) No ( ) Clear ( ) Not clear

2) Do you understand the title of the poster?
( ) Yes ( ) No ( ) Clear ( ) Not clear

3) Do you understand the meaning of the poster?
( ) Yes ( ) No ( ) Clear ( ) Not clear

4) Are the words in the poster legible?
( ) Yes ( ) No ( ) Clear ( ) Not clear

5) Is the size appropriate?
( ) Yes ( ) No ( ) Clear ( ) Not clear

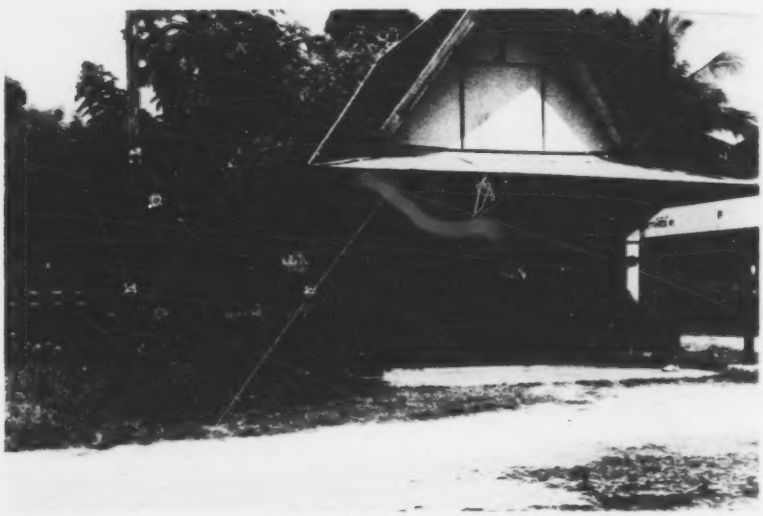
6) Are the colors in the poster attractive?
( ) Yes ( ) No ( ) Clear ( ) Not clear

7) Is this poster useful to you?
( ) Yes ( ) No ( ) Clear ( ) Not clear

8) Can you understand all the words, phrases, sentences given in the poster?
( ) Yes ( ) No ( ) Clear ( ) Not clear

9) If you can not understand all of them, please indicate those which you can.

10) What message can you get from the poster?



Village Reading Center (Thailand)

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III. Audio-Visual Materials
——— Electronic Media

Electronic audio-visual media such as radio, television, and video are most appropriate for big target groups whose households are scattered far away from one another. These media are more effective in disseminating any knowledge and information throughout the whole community.

The radio and television programmes may depend on the time frame of the learners and the availability of electrical services within the target communities.

Through this medium, a topic can be impressively presented to a large group of people at once in an entertaining manner. Some electronic media materials are:

films (8mm, 16mm, etc.)
movies
videos
slides
tapes
TV programmes
radio programmes

In this chapter, the production processes of three easily handled media are described: radio programme, slides & tape and video programme.

(3) Radio Programme

Some of the rural communities are so isolated that transportation and communication are rather difficult. They are isolated not only physically, but culturally as well, which can be far more damaging to the person's state of well-being. Such places are however, within the range of broadcast radio signals.

As a means of reaching the vast majority of rural people, radio is the most suitable medium. With a small transistorized radio many people can be reached, and listeners need not be assembled in one place in order to receive the information.

A radio programme can also be used as a "trigger" to motivate listeners into wanting more information on a certain subject. The extension officer can then follow-up the radio broadcast by providing printed materials or with a personal visit to those people who want to know more about the issue.

1. Listener's Participation

A radio listener can participate as a learner in the process of communication without extensive instruction and preparation. While it is true that radio cannot directly provide visual information, it is entirely possible to prepare materials with drawings, illustrations, photographs, and other graphic representations to be distributed to the

(Mongolia)

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listeners as part of their learning experience. A combination of radio broadcasting and visual aids is called "radiovision".

It is also true that radio, by not providing explicit visual information, allows members of the listening audience to engage their imaginations fully and actively in filling in the visual elements to their own satisfaction. This is particularly appropriate for radio drama since it is intended to create a so-called "theatre of the mind" in which a whole world of characters, settings and incidents is created and becomes very real indeed to the listener with a fertile imagination.

by Tek Bir Mukhiya (Nepal)

2. Language Level and Concept of Radio Programme

Neo-literate learners employ established patterns of language in constructing their thoughts, and have particular ways of acquiring new information. Neo-literate people usually depend on spoken language in which patterns and conventions of use are familiar.

Analysis of the learners' spoken language is challenging, for language is constantly changing, with new words taking on different meaning. As much care as possible should be taken to make the listeners feel at ease in following the broadcast. Care should be taken to ensure that the language used in the programme is not in any way inappropriate, difficult, obscure, eztc.

3. Learners' Attitudes

If learners are first-timers in a structured learning programme, there is a need for the programmer to explain that the radio teacher is contributing something to the listener's learning experience. Establish a feeling of trust and confidence. Make the listener feel that the radio is not only a means of passing leisure time but is also an educational device.

4. Learners' Programme Preferences and Listening Habits

Make a study to differentiate between programmes which are likely to be well-received and those which are not. Is it the dramatic format, the discussion, the interview, magazine format, etc.? Know the patterns of work and the leisure-time habits of your listeners. For example, What time do they start work? What time they come home? How do they use their leisure time during weekends and holidays?

5. Programme Development

Ten typical styles of radio programme:

1) Talk, or Radio Lesson
2) Dialogue
3) Documentary
4) Radio Magazine
5) Drama
6) Interview
7) Discussion
8) Questions and Answers
9) News/Weather/Market Reports
10) Development Spots

1) Talk, or Radio Lesson

This is a simple, straightforward style. It is usually presented by someone trained in both teaching methods and the techniques of microphone performance. The advantage of this format is that it is fairly easy to produce, requires relatively little rehearsal and production time, and presents a great deal of information in a short period.

A good radio talk must be exceedingly clear; it must include repetition. The tone and inflection of the radio teacher must do the work of punctuation marks in the written form of the language.

A radio talk should have a clearly defined beginning, middle and end. It should be a neat package made up of three distinct, though unified, sections.

a) brief introductory remarks, vital to catch the listeners' attention
b) body of the talk, which enlarges on the subject being presented, and
c) a conclusion which summarizes the points made in the body of the talk

2) Dialogue

The dialogue is a form of presentation in which two speakers instead of one present the information. It offers greater variety than the single speaker; therefore, it has considerable merit as a means of stimulating interest in the radio lesson.

3) Documentary

Documentaries concentrate on issues. The good radio documentary will take one particular subject and follow it from a number of angles. The radio documentary can last for anything from half an hour to one hour. However, nowadays, ten-minute and fifteen-minute "featurettes" or "mini-documentaries" are becoming popular.

4) Radio Magazine

A radio magazine is very much like a printed magazine in style. The radio magazine has many different parts and each time the listener turns the "audio page" he/she finds another subject to confront and interest him/her.

Radio magazine programmes are usually fifteen to thirty minutes in length and include talks, short featurettes, news items, interviews and other types of material.

In a half-hour magazine programme, an appropriate two- or three-minute piece of popular or traditional music makes a good listening break halfway through the programme.

While the radio magazine is made up of a number of different parts, it must have an overall continuity as a complete "unit". This cohesiveness can come about in the script which links the various individual items. The script should be related to the items so that the listener is taken gradually from one item to the next in a logical and understandable way.

listening to the radio while working
by Sharad Ranjit (Nepal)

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5) Drama

The drama is a very popular radio programme because it contains all the elements that appeal to people: a good story, well-developed characters, interesting dialogue, and sound effects to enhance the performance.

The drama format can be quite powerful as a means of stimulating discussion. The script-writer creates a situation in which a conflict is immediately established, characters interact, and the audience is drawn into the play right from the beginning. What happens next depends on the specific learning points to be made. In a drama format the script-writer should remember that the primary function of the radio programme is to instruct the learners.

6) Interview

The radio interviewer is in an exceptional situation. He is able to speak with many different people in the community. The interviewer is therefore in a privileged position as a representative of his/her listeners. His/her job is to ask the questions that listeners would ask if they were conducting the interview, whether those questions are being asked of a senior government official or a village farmer.

(ESCAP)

7) Discussion

The discussion programme usually features three or more people, plus a chairperson, talking on one or more issues. This type of programme has the advantage of being relatively easy to organize and of listener interest because it brings together a number of views and voices at one time.

It is not recommended that more than five participants, plus a chairperson, take part in an individual discussion programme as with greater numbers it is difficult to give all a chance to speak. A good way to start a discussion programme is to play a recorded interview or talk on a certain issue and then invite the participants to discuss the matter.

Audiences enjoy radio discussions because they are often quite lively and spirited. Listeners come to realize that other people share some of the same problems they have, and they can easily identify with one or more of the participants in the discussion. It is also a device to demonstrate that it is possible to have several opinions on the same subject. It can also show listeners that free and open discussion can lead to new solutions to some of their problems.

8) Questions and Answers

People often have questions on various issues, such as issues relating to their crops and livestock for farmers and issues relating to how to bring up children for mothers. Answers to these and other questions can be of interest to a wider range of people as many of them have experienced similar problems. The question-and-answer programme is ideal for solving such problems and extending the depth and breadth of knowledge on a particular point to listeners elsewhere.

In compiling the programme for broadcast, the response from the expert can be pre-recorded and be inserted into the programme after the broadcaster has read the letter.

9) News/Weather/Market Reports

A daily report on selling prices of basic commodities at the local market is an important way of ensuring a flow of information to the community. Also the weather forecast can also be of critical importance especially to farmers, particularly those living in areas where changeable conditions can cause unexpected problems at any time of the year.

Information on the latest trends in agriculture, for example, details from the local office, special messages from the District Extension Officer, and other general information on matters relevant to the community can be broadcast.

10) Development Spots

When we watch television or listen to the radio, sometimes we also enjoy the advertisements which are scattered through the transmission. The educational radio producers should also consider adapting advertising and copywriting techniques to his/her advantage.

Development spots, or "jingles", are usually of fifteen, thirty or sixty seconds in duration. They convey one particular message and can be in the form of a drama, talk or interview. It is often a good idea to use a spoken "tag" at the end of the jingle to reinforce the main point of your message.

Remember, development spots must be easily understood, catchy and memorable. They are particularly successful when they also include music.

6. Script Writing for Radio Programmes[*2]

The following points should be borne in mind when writing scripts for radio programmes.

(1) Write for the ear and not the eye.
In other words, write in "spoken" language, not "written" language.

(2) Keep it simple
Your script will probably be heard only once. Make it simple so that the listener can recall the main points. Repeat those major points over and over again in the script.

(3) Make it personal.
Write as if talking to one person. Thousands may be listening but radio is a personal medium so write in that way.

(4) Think in terms of sound.
Use words which are suited to the medium of sound. All the meaning in your script must come through descriptive words and flowing words. [*2]

by Sharad Ranjit (Nepal)

7. Using the Radio As a Functional Literacy Medium

(1) Organize a (neo-literate) listening group. The instructors/literacy workers may enlist some volunteer workers for the project. A programme guide is necessary to indicate specific topics, what the listeners will gain from the programme, and what points are most important in the development of the content.

(2) The monitor must listen along with members of the group. He should be alert on noting:
   a) points raised in the programme that trigger discussion
   b) difficult points that may need explanation or clarification after the broadcasts
   c) aspects of the programme that need repetition and practice afterwards

   The monitor must carefully observe the reactions of the learners.

(3) Much of the learning in a radio-based literacy project occurs as a result of carefully designed post-broadcast activities.

(4) The monitor of the radio programme is a partner in the learning enterprise—he must be willing to share what skills he has with others, but by no means does he know everything.

Good questions stimulate learners to discover within themselves the relevance that this learning must have to be of any real use to them. A series of good questions can help the monitor to discover where review, practice and drills are necessary on a group or individual basis.

Sample of Evaluation Form for Radio Broadcasts

1. Relevancy of the theme to the actual needs
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

2. Clarity and simplicity
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

3. Presentation style of programme
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

4. Arrangement of dialogue
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

5. Clarity of voice
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

6. Background and sound effects
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

7. Range of time use for presentation
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

8. The attractiveness of title and content
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

9. The functionality of the content
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not satisfactory

10. Interesting level of the programme
    ( ) very satisfactory
    ( ) satisfactory
    ( ) not satisfactory

11. Other suggestions from the audiences

    _____

    _____

(4) Slides & Tape

Characteristics

A slides/tape, one of the simplest audio-visual electronic media is comprised of a number of slides and (a) cassette tape(s) on which explanation and/or background music and sound effects are recorded. By simultaneously showing slides and playing back the recording, enjoyable learning through eye and ear is made possible.

A topic can be impressively presented to a large group of people through this entertaining medium. Slides/tape presentations can be very effective in motivating viewers. Then, through follow-up supplementary material and discussion, an instructional capability can also be realized.

As electricity, slide projector, and cassette tape player are required and a dark condition must be maintained during presentation, places and situations where slides/tape can be utilized are limited.

slides/tape

Practical Process of Developing a Slides/Tape

1. Topic Selection

Select a topic which is most suitable for slide projection after careful consideration.

There are no limitations as to what can be treated as a topic, but a topic which lends itself well to projection should be chosen to yield a most effective slides & tape.

Slides are ideal for motivating viewers through strong impressions delivered in an enjoyable fashion, but do not effectively serve to present technical information.

Slides/tape can be made by anyone who can handle a camera using slide film.

2. Content Arrangement

(1) List items comprising content of selected topic.

Due to attention span limitations on the part of viewers and durability considerations for equipment, slide-shows of approximately 15 minutes and 50 slides are most desirable.

(2) Arrange items in proper order as an outline. As each slide with its accompanying narration sound effects is succeeded by a new item (slide plus sound), including too many items invites confusion.

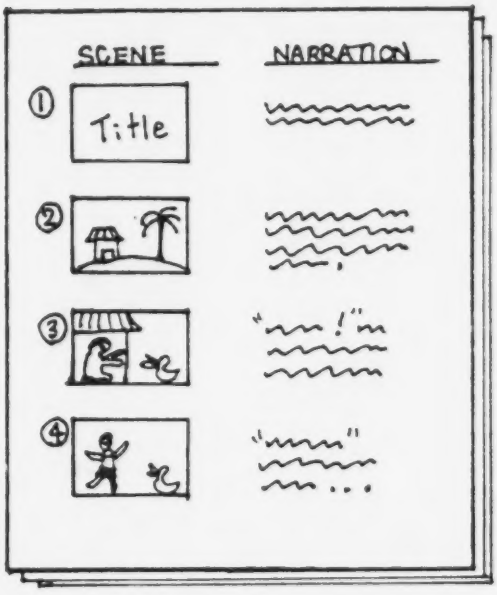
3. Script Preparation (Narration)

The effectiveness of slides/tape for neo-literate education is said to be determined by the quality of narration.

(1) Begin writing narration for each scene, following outline.

a) In narration, use words easily understood upon hearing. Avoid difficult expressions, and rephrase difficult specialized terminology using easily recognized words.
b) To maintain viewer's interest and involvement and to maintain an entertaining mood, devise the slides/tape to incorporate a story-like progression.
c) Include onomatopoeia, poetry, songs, etc. for fullest effect.

Synchronize slides and narration so that scenes and sound progress together.



Include key words and sentences in the visuals in slides and video programmes so that the materials would also serve for acquiring literacy directly.

4. Slide Production

(1) In coordination with the preparation of the narration, sketches of scenes considered necessary to accompany the narration can be made.
(2) With these sketches as reference, materials and props necessary for the scenes can be collected from appropriate sources.
(3) Taking the slides
a) Take slides of necessary scenes and situations.
b) Make use of relevant existing slides.
c) Take slides of photographs and other pictures, posters, charts, books, etc. as appropriate.
d) In cases where topics cannot be sufficiently represented through slide photography alone, devise illustration and photograph it as a slide.
e) Title of slides/tape and indications of abrupt change in scene or situation are most impressed upon the viewers by use of photographed printed or written titles alone.

A variety of things can be taken and displayed as slides. Be aware, however, of copyright clearance.

To produce an impressive and enjoyable slide kit:
1) Use clear, sharp slides. Colour slides are most attractive.
2) Avoid crowding too many elements into one slide scene.
3) Photograph the slides from a variety of angles.
4) Effectively alternate close-up and distant scenes.
5) Rather than focusing on objects and situations alone, inclusion of slides clearly showing human expressions lends more enjoyment to the presentation.

By including in the slides/tape scenes of the target area and its people and dwellings, the learners are drawn into the content with an at-home feeling.

5. Editing

(1) Arrange the slides in the order of presentation and run through them while reading the narration.
   a) Are slides and narration well coordinated? If not, modify narration or use another slide for the said scene.
   b) Are there no slides for which narration is too lengthy?
   c) Can all words and expressions used in narration be readily heard and understood?
   d) Are slides of photographs, illustrations, titles or text, distant and close scenery, things and events, facial expression, etc. most effectively arranged in presentation order?
   (Successive distant scenes or excess of text or chart slides lead to boredom.)

Consider what kind of background music is suited to the slides and narration, and in which scenes sound effects should be added.

(2) Coordinate number of slides with desired length of presentation.

(3) Make final decisions on titles and sub-titles.

6. Recording

(1) Read through the narration in conjunction with the slides, gauging time needed for each slide and the presentation in its entirety. Read the narration slowly and clearly.

(2) Recording

Simple Method

a) Prepare two cassette tape recorders for use.
b) While the background music is being played back on one recorder, the narrator reads the narration, with both music and narration being recorded on the second cassette recorder.

Sound effects can be produced and recorded along with music and narration if not previously mixed.

Although the tape produced may not be of such good sound quality, it can be attempted as many time as necessary without the help of a specialist.

Studio Method

a) Work together with a recording engineer to produce an open-reel master tape in the studio.
b) Record cassette tape version from open-reel master tape.

With the assistance of the specialist, the resulting tape is of good sound quality and can achieve the effect envisaged in planning. However, use of a studio and recording equipment entails higher production costs.

7. Preparing for Field-Testing

(1) Prepare an instructor's manual with simple explanation on how to handle slide projector and cassette tape player.

(2) Prepare a simple outline, pamphlet, and other supplementary materials.

Display selected important scenes of the slides on the pamphlet.

by Sharad Ranjit (Nepal)

8. Fielding-Testing

(1) Arrange for the place of the field-test. Prepare slide projector, cassette tape player, projection screen or other serviceable surface, etc.

Collect information concerning local conditions such as availability of electricity and dark conditions prior to beginning the field test.

(2) Understand living conditions of target neoliterates.

(3) Assemble viewers who are most suited to the topic of the slide kit and present the kit.

If the first showing yields insufficient response for analysis, repeat the presentation.

(4) Survey response of the viewers:
   a) Theme appropriate?
   b) Slides clear and understandable?
   c) Narration fully available, audible?
   d) Music effective, appealing?
   e) Whole story interesting, enjoyable?

(5) Collate results of the survey.

9. Revisions to the Slides/tape

(1) Analyze and interpret survey results.

(2) Music, narration, and slide coordination can be revised as necessary.

Slide can be easily replaced by more effective ones as and when necessary.

Completion

Sample of Evaluation Form for Slides and Tape

1. Title
   ( ) interesting
   ( ) not interesting

2. Content
   ( ) fully enough for practice
   ( ) partly enough for practice

3. Illustrations
   ( ) meaningful
   ( ) not so meaningful

4. Language
   ( ) difficult
   ( ) not so difficult
   ( ) easy

5. Music and sound
   ( ) very satisfactory
   ( ) satisfactory
   ( ) not so satisfactory

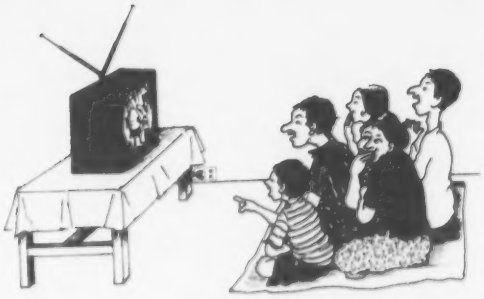
6. Narration
   ( ) clear
   ( ) not clear

(Bangladesh)

(5) Video Programme

Television and video programmes are now one of the most popular media among people. The following procedure is suggested to prepare a video programme.

Research	•Deciding on what problem of what field to take up.
Deciding on the theme	•Deciding on the contents, the title, and the sites proposed for the location.
Searching for the place of location	•Confirming whether or not there are materials fit for the purpose of the production. •Checking on the possibilities of any unforeseen problems. •Research on the people and places. Requesting cooperation in taking pictures.
Framing the construction of the programme	•Reorganization of problems. •Determining the story. •Determining the style of the problem. •Finalizing the location schedule.
Location	•Filming •Recording the sound effects •Gathering materials for the narration
Editing	•Framing the chart of contents of the film. •Framing the chart of contents of the sound effects. •Primary editing
Narration Effects Telop	•Final editing •Finalizing the contents of narration •Finalizing the sound effects and music •Finalizing the written materials in the video.



by Tek Bir Mukhiya (Nepal)

Planning

1. Select the Strategy

The "strategy"—to inform, to stimulate, to interpret, to instruct, to solve, to persuade, to argue, to entertain, or to solve—defines the task of the producer, while the objectives define the desired behaviour of the receivers.

It is with choosing the strategy that the producer employs the various methods, techniques and tactics to manipulate the verbal, non-verbal and visual components while keeping in view the established learning principles.

The producer has to clarify for himself the ideas or problems before he can share them with others. When the ideas are clear he should link them together in a clear direction. This then forms the central idea.

2. Determine the Central Idea

A central idea can be presented in a single, complete, declarative sentence which summarizes the essence of the message. A central idea can be a formal definition, a process or belief.

The central idea should be formed by the producer and if the program is successful, it becomes part of the process message. The central idea may be stated or repeated in the programme, or it may be left unsaid. But it must

be clear to the producer because it is the guiding factor throughout the programme. The central idea reveals the producer's "attitude" towards the subject. Having a central idea, then, we can work out the content outline.

3. Methods and Forms of Presentation

With a central idea and a content outline, the next step is to think about how to present the point of view and ideas, and to decide on a strategy and a "tone." Also, there are many programme formats to choose from, e.g. voice-over narration, documentary, interview, panel discussion, magazine, demonstration and dramatization.

The aim of every production is not merely to deliver the content, but to get the viewer involved in a set of experience that leads him to draw conclusions similar to ours. The programme contains a series of claims that require proof. The claims are stated verbally or shown in a series of visuals but the proofs are usually in visual terms.

Before deciding on a strategy, some sources of knowledge can be considered. These include experience, authority, inductive reasoning, deductive reasoning, and the scientific approach. The easiest approach is to adopt the position of authority—a lecture by an expert—but the best approach may be a combination of these and drawing a lot from the audience's experience.

4. Prepare "Storyboard"

Having decided on a central idea, an outline and strategy, we can now prepare a "storyboard" to produce the programme.

A storyboard is a device for planning visual and audio-visual presentations. It offers a way to organize what we are going to "show" our audience and what we are going to "tell" them.

In both form and functions, it resembles its parent, the comic strip. It is a sequence of picture panels with each panel or storyboard frame depicting a key point in the proposed visual content. The pictures are usually drawings or sketches but can also be photographic prints. The pictures can be revised, rearranged, or deleted until a strong visual story comes across.

The finished storyboard becomes a master picture plan of the proposed audio-visual programme and an evaluation tool for catching mistakes before the actual production.

In preparing the storyboard, three factors should be considered:

1) simplicity/legibility
2) shot continuity
3) see/hear compatibility

(sample story board)
Video programme: "How to Develop Literacy Materials for Women"

No.	Images	Length of time	Contents	Agenda of
1.	•A woman drawing water in Nepal •Woman drawing water in India •A woman working in a gum plantation in Malaysia •A Filipina mother nursing her baby •A woman carring wood for fuel in India	60 In seconds	The fact the literacy education is an urgent problem should be emphasized by the narration in a concise and symbolic manner.	Location

2.	•A rotating solid earth (Title) The Production of Effective Literacy Education Materials for Women-by ACCU	20	Title	Ordered before departure Taken during the night in Pattaya
3.	•Beautiful scenery a Jomtien Beach •Overall picture of the site of the workshop •People from various countries gathering at the workshop •A large banner on the stage	60	Reporting that the 8th Literacy Educational Material Workshop was held in Jomtien, a suberb of Bangkok, Thailand	Dec. 9th AM Before the opening of the workshop (The beach taken early in the morning)
4.	•The workshop in progress •The chairperson •Introduction of three groups •Video on the table •A recorder •A person taking pictures •The expressions on the faces of the people in group No. 3	60	Although various trials have been carried out, the audio-visual educational materials are the main subject of this workshop. (Example of narration) Group No. 3 tried to consider printed materials and audio-visual materials in an general. This video will try to introduce the production of effective and well-made literacy educational materials by taking the material production of this group as an example.	Dec. 10th
5.	•A bus moving on •A row of roadside cocount trees •People explaning the method of making •Telop	20 30	What is a good literacy educational material? The educational materials of ACCU are produced in the following manner. (Telop) Field Survey—Preparation of Materials—Field Test—Revision Simply explain these four steps using the narration.	The scenery along the road taken on Dec. 9 and 11 Survey committee on 11th. Ordered before departure
6.	•A dirt red road leading to the village •A signboard with the name of the village •The survey group waiting in the village •The group looking at the row of houses •A woman answering •The expressions of the survey group, earnestly listening to the woman	60	A well-made literacy educational material must correspond to the definite demands of those in need of such materials. The narration should explain the necessity of survey on the daily living, opinions, and requests of the people in order to proceed with the educational material.	With the survey group on Dec. 11
7.	•A tapioca field •A water buffalo •A cocount tree •People woking in the field •A woman cooking in the kitchen •Vegetables in the pot •A crying child •A night class •The teacher •Mothers listening to the teacher •Children sitting next to the mothers	240	(An inserted documentary: The reality of Non Ply village as reverled by the survey) Making the document on the reality of every day life in the village based on the servey of the group. Example: What the villagers really need?	Dec. 11th or 14th
8.	•A rotating solid earth •The earth stops rotating, entering on the Asian countries •The earth spreads out on the plane map of the world •Statistics shown by the computer graphica •The picture of an agricultural village in the Islamic countries, India, Bangladesh and Nepal •The pictures of women learning in a class •Plane map to the solid earth •A rotating earth	120	(The lives and literacy of woman of the world through the statistics) Population of the world 32 hundred mil. Illiterates 998 mil. Within Asian countries 666 mil. Why do the women need to become literate? •The population of women in the world is about the same as of men. •Two thirds of the wroks in the world, however, are done by the women, while they also take care of house and children. Despite this reality, the income of the women amounts up to only about one tenth of the men's income. •Numbers of deliveries in a short period of time affect the women's physical condition. The death rate of the children will not be decreased if the mother do not have knowledge in nutrition and health.	Ordered before departure The figures will be sent by Unesco by Dec. 4

(continued)

Simplicity/Legibility

Legibility and simplicity apply especially to word slides or graphics. Good contrast between lettering and background and proper letter size are important for comfortable reading. Generally, the minimum letter size is 1/15th the size of the screen.

The amount of words on the screen should also be limited. Good sharpness and resolution can be obtained for slides but the same cannot be obtained from the television screen. Also, the "screen time," (amount of time the visual remains on the screen) is a critical factor. In an audio-visual presentation a concept is presented for a controlled length of time and then taken away.

A picture has an average visual length of about 8 seconds, in practice varying from 4-12 seconds depending on the amount of information in the picture. With this time limitation, the visual content must be simple and able to communicate with some directness.

Techniques used to simplify include subdividing the information and putting the components onto separate slides/visuals, and condensing to key words only. The same key words are then used at the beginning of the accompanying narration so that what is seen doesn't conflict with what is heard.

Progressive disclosure, another technique, is a variation of subdividing, the difference being that progressive disclosure is cumulative. Subdividing gives a sequence of visuals, each presenting a segment of the information. In a progressive disclosure sequence, each successive visual adds a new segment of information while retaining everything from the previous visual. Thus, the final visual in the sequence contains the total piece of information.

Shot Continuity

The second factor to consider is "shot continuity." What it means simply is: given an idea to storyboard, what selection or arrangement of visuals/shots should we use to unfold the idea? Proper shot continuity will establish a clear and logical sequence.

The standard shots and their abbreviations are:

Long Shot	L.S.
Medium Shot	M.S.
Close Up	C.U.

The shots can be taken objectively, i.e. as seen by an observer or cameraman, or subjectively, i.e. from the point of view of the person in the picture.

Each shot can stand by itself, but when shots of a subject are arranged in a particular manner they form a sequence and can tell a story. From L.S. (establishing shot) to M.S. (to show the subject and its nearby landmarks) to C.U. (to zoom in on that portion of the subject being discussed in the narration) is a proven progression for maintaining shot continuity. Other combinations can be used as long as orientation and flow are maintained and the intended visual message comes across.

Another aspect of shot continuity is screen direction. If a subject is seen facing or walking in a given direction in the first shot, then in all subsequent shots he must be facing or walking in the same direction. This orientation or line of action should be preserved to maintain continuity and logical flow.

See/Hear Compatibility

The third and final factor is "see/hear compatibility." This simply means that what we see on the screen and what we hear from the narrator must not compete but complement each other for a coherent total effect. Narration should be constructed so that the relevance of a given visual is obvious when it first appears. Also the picture should be maintained only for the duration of the narration that concerns it. How much to write? On the basis of the average period of 8 seconds per visual, and the fact that we talk three words a second, an average of 24 words for a visual would be correct.

To summarize, the major steps for producing an audio-visual programme are outlined.

Planning
1) Determine the topic
2) Select the strategy
3) Profile the receivers
4) Determine the central idea
5) Establish performance objectives
6) Expand central idea into one outline
7) Confirm strategy/programme format
8) Create a storyboard/write a script
9) Prepare schedules for shooting, recording, editing, etc.

Production
10) Shoot pictures, graphics
11) Record narration, effects
12) Synchronize/edit

Follow-up activities
13) Prepare user/teacher guide
14) Evaluate the programme

Evaluation and Summary

In the "design approach," the evaluation aspect is always built in. To evaluate the programme one simply translates the objectives into evaluation devices. The evaluation is on the content and strategies employed in presenting the programme, and should not be about media effectiveness. (*3)

editing video programmes in the training workshop (Philippines)

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IV. Audio-Visual Materials
——— Folk Media

Today, the media of the pre-electronic age are variously known as "cultural" or "folk" or "traditional" media. Because they were and are used to express the world-view as well as the values and norms of a group through literacy and theatrical genres using artistic criteria acceptable to that particular group.

Folk or traditional media have familiarity and the stamp of legitimacy. The folk forms embody the people's beliefs, their self-concepts, their perceptions of their relationships, their philosophy of life and their social ethics.

Characteristics of Folk Media

(1) Folk media can provide a relatively concrete learning experience.
(2) Folk media is a direct, participative activity, involving enactive learning.

We must decide whether or not the learning experience is appropriate to the experiential background of the learners. Neo-literate people appreciate folk media. They are likely to develop greater interest in concrete and enactive learning processes. When we use folk media the retaining of new information and ideas is much more than an abstraction.

Folk Media Communication Process Analysis

The transfer of information from a source to a receiver is called communication. The principles of communication help us analyze the model of the folk media communication process.

Sender
- *wit
- *attitude

Transmitter
- *type of folk media
  - shadow puppet
  - Wayang Golek
  - traditional dance
  - traditional music
  - traditional drama
- *improvisation

Receiver
- *participation
- *active observer

In the past, the folk artists were the senders so the messages came from them. The message depended on their attitude and their world view.

by Jaime Cortés de Los Rios (Colombia)

Application of Folk Media in Education

(1) Content Replacement

In this application, we have to discuss with the artists the content we want to communicate and let them express the messages using their own techniques. In this way the forms are very interesting but it is very difficult to formulate the learner's attitude. To select the artists who can get access to the information is important.

(2) Message Treatment

With this application, we treat the message with an awareness of folk media form; dramatics, locality, scenario, characters, and images. The content is often interesting but sometimes the production lacks technique.

(3) As a Product or As a Process

Nowadays we apply folk media in forms such as:
- theatre in education
- drama in education
- puppetry in education

We must select our approach. As a product it means that the benefit is directed to the audience but as a process the benefit is directed at the participants.

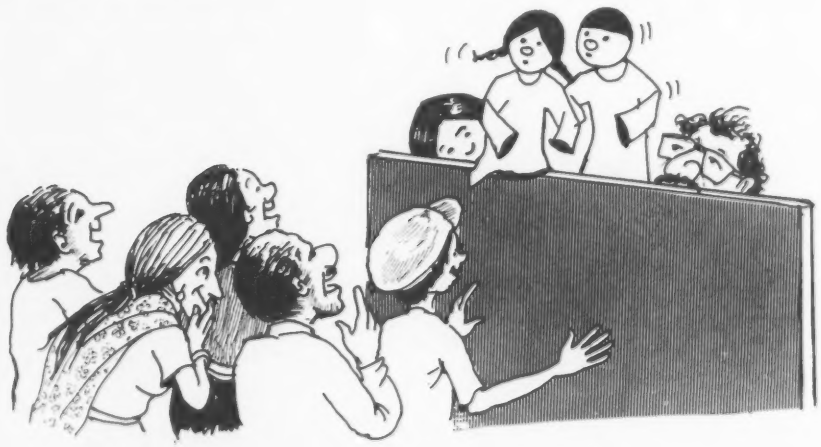
(6) Puppet Play

One of the most popular media among folk traditions is the puppet play. Through enjoying the puppet play, community people can identify with the world that the puppets present, and become relaxed and receptive. Then they are ready to receive the messages that instructors want to convey. Traditional cultural media modified and utilized to cater to present needs serve as very effective tools for literacy programmes.

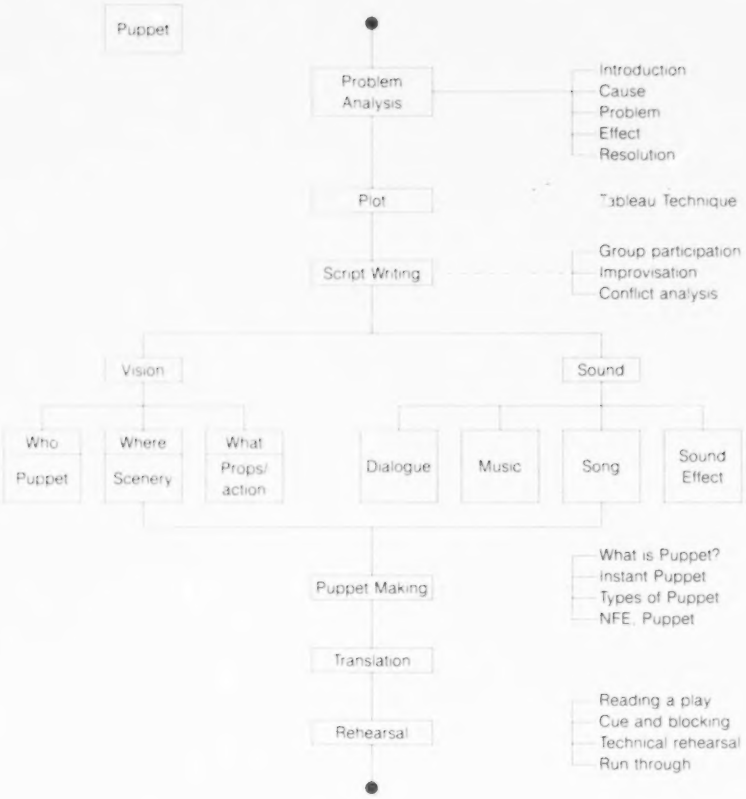
Puppetry in education should be conducted through a learner-centred approach.

Characteristics

Puppet plays
1) have direct impact on people since their messages are conveyed orally through a story which can be entertaining and, at the same time, serious
2) can provide direct two-way communication between the instructors and villagers
3) have a strong motivational function for literacy programmes when the importance of literacy is related in the play
4) can bring attention to bear on any kind of topic, such as the importance of literacy, arithmetic, nutrition, health, or population education.



by Tek Bir Mukhiya (Nepal)



Process of Puppetry in Education

1. Planning

   (1) state objective(s)
   (2) check possibilities
   (3) syllabus designing
   (4) syllabus making
   (5) production planning

2. Implementation

   (1) Production
   a) Script writing
   b) Designing of pre- and post-educational activities
   c) Puppet production
   d) Technical production
   —stage, scenery, puppetry, lighting and sound
   e) rehearsal

   (2) Instruction
   a) Pre/Educational activity
   b) Performance
   —theatre as a product
   —theatre as a process
   c) Post/Educational activity
   —debriefing
   —follow-up activities

3. Evaluation
   (1) Planning, production and instruction
   (2) Media effectiveness and efficiency
   (3) Planning and syllabus making
   (4) Implementation
   (5) Syllabus effectiveness and efficiency

(*4)

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How to Conduct Puppet Plays for Literacy Programmes

1) Relate how literacy skills help to improve one's life in the scenario in a natural way.
2) Putting up a poster on the play at the site before or after the show helps to maintain people's interest in literacy.
3) Make effective use of music, dance, etc.
4) Puppet plays are excellent motivational techniques; therefore after the performance, follow up by supplying related printed materials for more instructional knowledge, etc.

Reading materials supplied to follow up the puppet play should be easy to read, and accompanied by many pictures. When the reading materials are too difficult to read, the interest which was generated by the puppet play itself may be lost, since the audience may think that there is always difficult reading required after an enjoyable show.

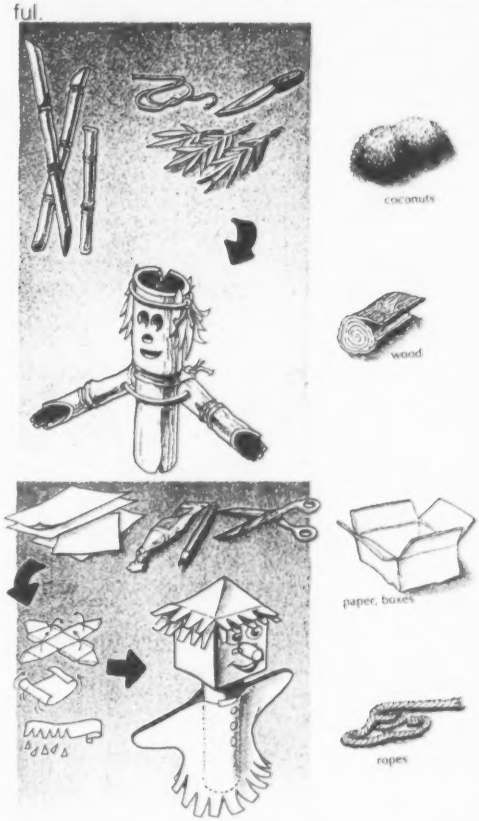
5) It is also a good idea to ask the community people what kind of puppet plays they want to see next.

Making and Handling Puppets

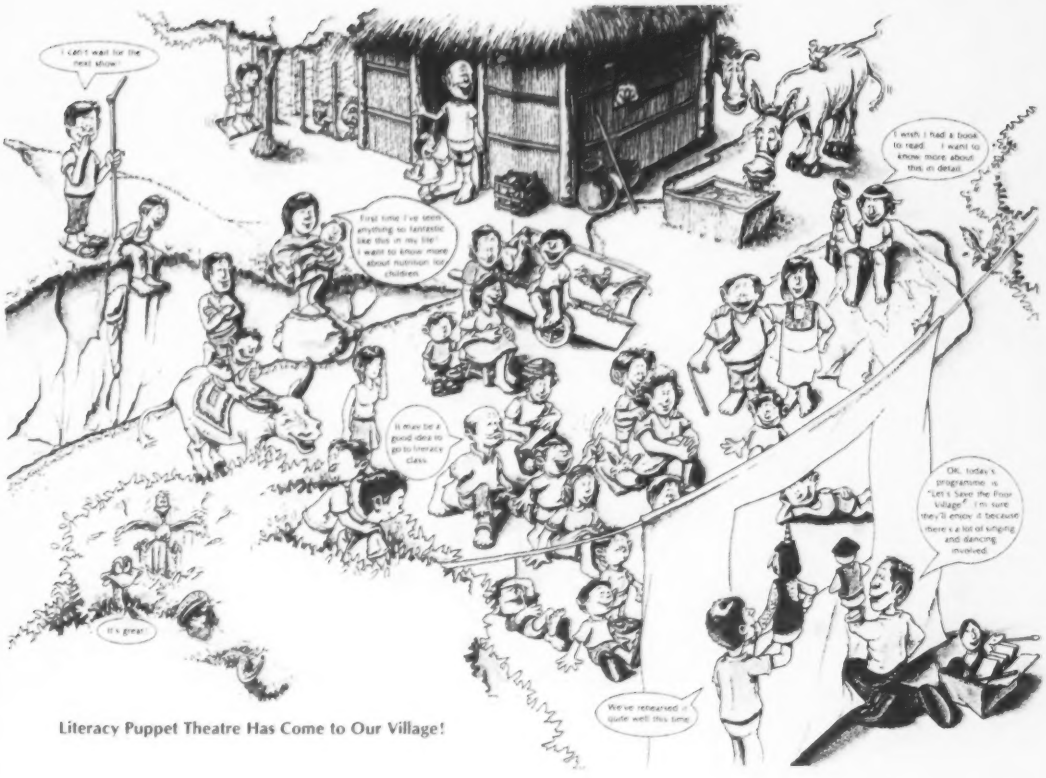
Many kinds of puppets exist in the respective cultures, and people are used to enjoying them. Simple puppets can be made with resources available in the local area, such as old cloth, newspapers, broken umbrellas, coconut shells, bamboo, etc.

In handling the puppets, please keep in mind the following points:

1) Move the puppets only when they are speaking.
2) Keep your puppets facing the audience, or when two puppets are conversing, keep their eyes towards each other.
3) Even a one-puppet-show can be interesting, and practice makes the puppet play successful.



illustrations by Jaime Cortés de Los Ríos (Colombia)


I can't wait for the next show!
First time I've seen anything so fantastic like this in my life. I want to know more about nutrition for children
I wish I had a book to read. I want to know more about this in detail.
It may be a good idea to go to literacy class.
Ok, today's programme is "Let's Save the Poor Village". I'm sure they'll enjoy it because there's a lot of singing and dancing involved.
It's great
We've rehearsed it quite well this time.

Literacy Puppet Theatre Has Come to Our Village!

Questionnaire for Puppet Show

1) What are the characters in the show?

2) Which is the most interesting scene? Why?

3) Which one of the scenes you dislike? Why?

4) What is the content of the show? (Ask the audience to relate the story.)

5) Is the story related to your life?

6) What is the lesson that you have learnt from this show?

7) Would you like to see another puppet show in future?
Why?

If Yes

If No

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Scenario Sample

"Save the Village with Literacy Skills"

Objectives:
- To make the community realize that one of the reasons for poverty is lack of literacy skills which can bring knowledge and skills to improve their lives.
- To motivate the people to learn literacy skills as a means of bringing happiness to the community.

Characters:
- 1) Husband
  2) Wife
  3) Son
  4) Monster

Act 1: In the House

Wife: (to the audience) Hello, everybody. I'm a farmer in this village. We work very hard, but this village is very poor. We haven't enough food. My neighbour is always complaining that they haven't enough money to send their children to school.

Hasband comes back home. He is a little drunk and is singing a song.

Wife: Oh, you're late again...*(Pause)* and drunk.

Husband: I'm sorry. How is my son, Bahadur? Is he getting better?

Wife: No, he's still sick. Did you get your wages today?

Husband: Yes, 250.

Wife: But you should get 300. Why only 250?

Husband: I asked my master that. But he said it's all right. He showed me the register too.

Wife: But you can't read. How can we say that his register is all right?

Husband: Oh, don't ask such silly questions. I'm very tired and hungry.

Wife brings the food. Husband starts eating.

Wife: We have to buy clothes for Bahadur for the festival. But we haven't enough money.

Husband: Oh, my God! I work so hard. You also work in the field day and night. Still we are so poor. Our son Bahadur is always ill. What should we do?

Wife: We can't do anything. Is there any good way to save our village from this miserable situation?

Act 2: In the dark lane at the outskirts of the village

Son: It's always dark when I pass through this lane. I feel very lonely. I want to get home soon. Oh, what's that? Who is he? I've never seen such an awful thing. Oh, it's a monster! He is murmuring something, pointing at our village. What is he murmuring about? I want to hear what he is talking about.

Monster: I, myself, made this village so poor. The people can't read or write. They don't know how to improve their living conditions or earn extra money. They are always busy working hard. Ah! The women are always busy in the field, cutting grass, fetching water and wood for the household. They don't have time to look after their children so how can they go to literacy class?

I make the people in this village sad and troubled. I'm very happy to see the villagers' sad faces.

However, I have only one weak point. The weak point is the people who read books. Ah, I hate teachers. I want to kill them. They teach villagers how to read and write.

Son is very afraid. He shivers and runs off home.

Act 3: In the House

Husband/ What happened?
Wife:

Wife: Why are you panting?

Son: On my way home, I saw a great monster, a monster of bad luck. Now I know that it's not our fault that we are poor and weak. It is because of this monster.

Husband: What do you mean?

Son: Yes, that monster has made us so poor. We don't know many things. That's why we are so poor and weak.

Wife: Who is this monster? I'll kill him.

Son: His name is Illiteracy. His weak point is the people who read books. He is afraid of the people who read books because they know a lot of things.

Wife: Oh, clever boy! I'm going to join literacy classes.

Husband: Me, too...

Act 4: In the House. Four months later.

Wife is reading a book. The monster comes to their house.

Monster: Why did you start going to literacy class? You know you don't have time for these things. Can you answer my questions? If you can't answer my question, I'll make this village more miserable. Are you ready?

Wife: I have learnt many things.

Monster: Can you tell me why your son gets diarrhea?

Wife: Do you want to know? Yes, I know—because the water isn't clean.

Monster: Oh! Oh! That's nothing. Such a simple question! Now tell me why this village is so poor. Do you know the answer?

Wife: I know the answer. Our village is poor because of lack of knowledge. If they can read and write, they will know many things and improve their condition.

Monster: Why do you know so many things? Well, this is the last, but most difficult question. Why are women so unhappy is this village? He...ha... You don't know the answer to that!

Wife: Because they don't have time to attend literacy classes. They don't have a lot of knowledge. Go away monster, Illiteracy!

The monster is so surprised that he runs away.

Husband/ Let's go and tell the villagers how to
Wife/ defeat the monster, so we can make
Son: our village happy and rich.

The End

After the puppet show...

You can encourage the audience to participate in a discussion on the topic of the play, and your show can be evaluated through asking such questions as:

1) What did they find interesting in the play?
2) What kind of other stories do they want to see in the puppet play?
3) What other kinds of traditional folk media do they know?

Also if you provide the puppet plays regularly, it becomes more effective in maintaining the interest of the community.

The puppet play and other folk media are important cultural resources and they can be best preserved and conveyed to the next generation if they are revived to meet present needs such as utilization in literacys programmes.

Let's try out the puppet play now!

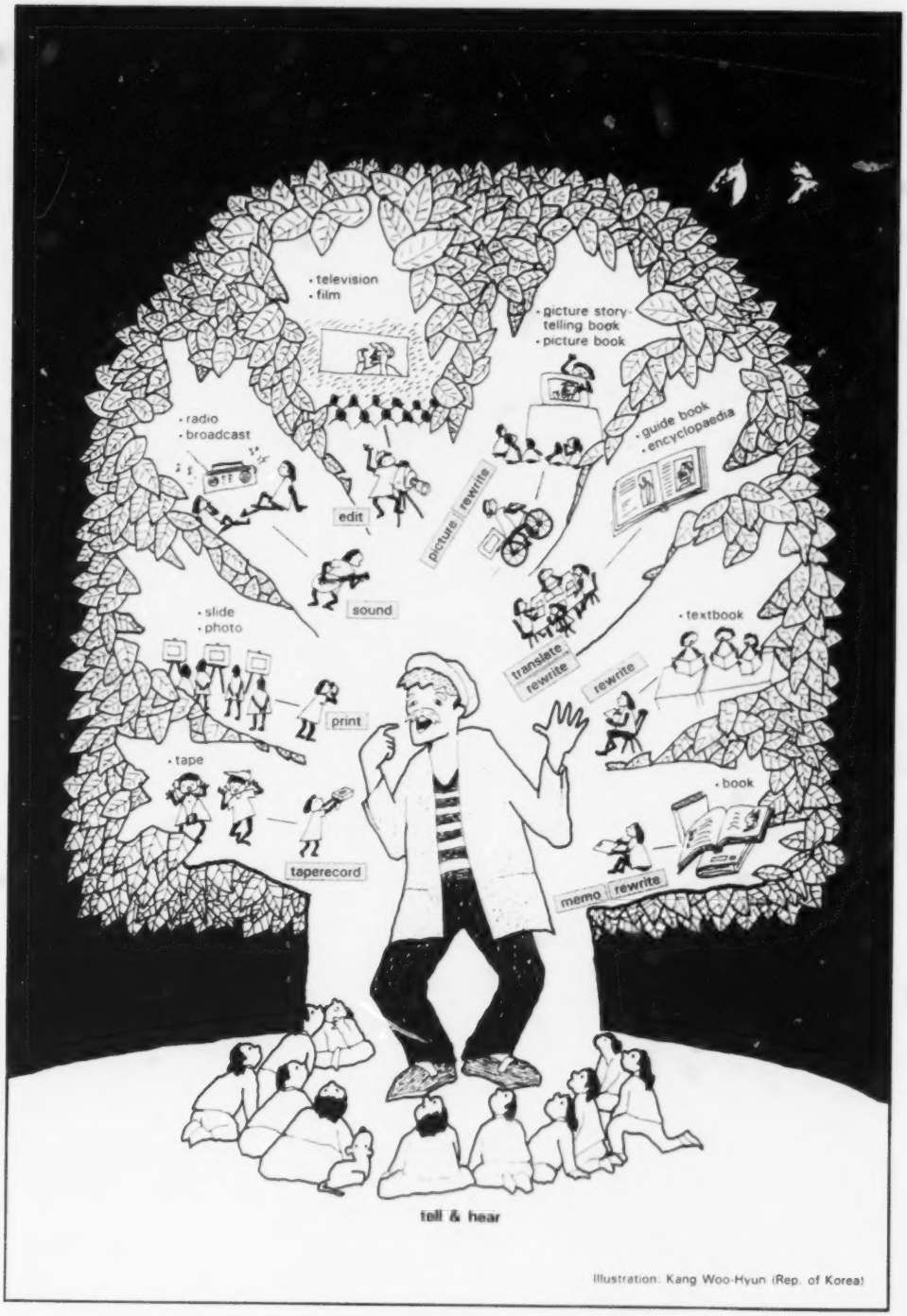


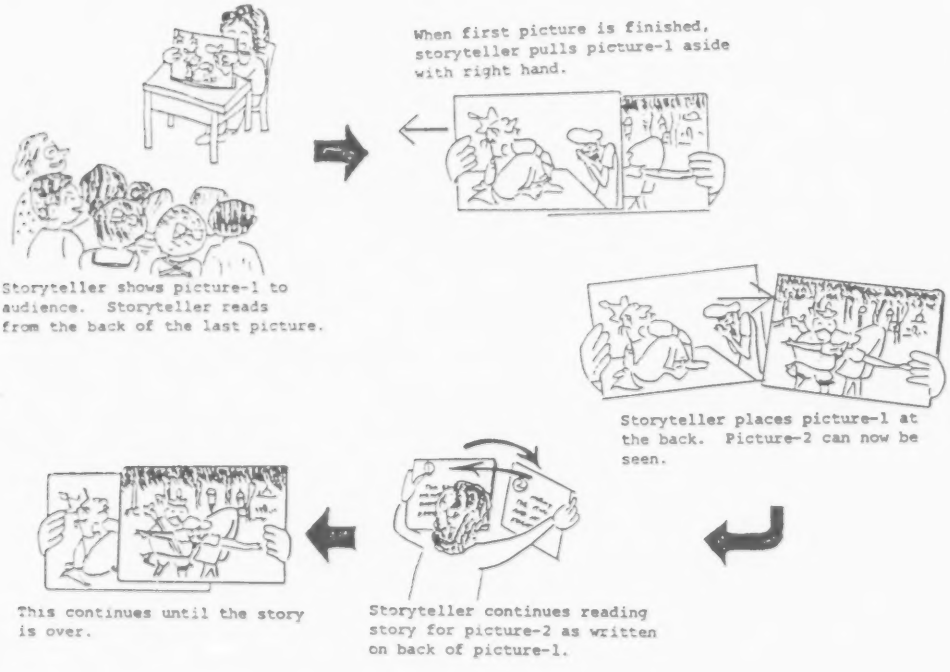
Illustration: Kang Woo-Hyun (Rep. of Korea)

(7) Kamishibai (paper drama)

In *Kamishibai*, a performer recites stories accompanied by illustrated paper sheets. Kamishibai was traditionally performed on street corners or squares, and has been developed as popular educational media in libraries and schools. The kamishibai performer would set down a small box stage and starts telling stories while showing about ten accompanying illustrations which were drawn on hard paper boards of 30 cm by 40 cm. Pulling out one illustration after another, he told the story in the same manner as one turns pages of a picture book. The story and illustrations on each board coincided with each other, and children especially were absorbed in kamishibai as they saw illustrations which changed one after another as the kamishibai player told a story.

making Kamishibai (Viet Nam)

How to Use Kamishibai


When first picture is finished, storyteller pulls picture-1 aside with right hand.
Storyteller shows picture-1 to audience. Storyteller reads from the back of the last picture.
Storyteller places picture-1 at the back. Picture-2 can now be seen.
Storyteller continues reading story for picture-2 as written on back of picture-1.
This continues until the story is over.

How to Make Kamishibai

1) The story should be dramatic, from introduction through development, climax and ending. It should maintain continuity as well as 'jumps' as the story progresses.

2) Standard number of scenes (pictures) is twelve. However a complete kamishibai can be from around 2 to 20 scenes. One scene should take less than 3 minutes, with total time of presentation around 15 minutes.

3) The narration is to be written down on the reverse side of the previous scene. The following points should be considered in narrating the story.
   - shorter is better
   - mainly conversation form

How to Illustrate Pictures for Kamishibai

1) The illustrations should be easily recognized from a distance of 3 to 5 meters.

2) Simplification and typification of characters, background, etc. are necessary.

3) Variety in composition and colours should be considered.

4) The illustrations should be well coordinated with texts.

5) The performer will slide the pictures horizontally. The sliding effect should be effectively exploited in making illustrations.

Advantages of Kamishibai

Kamishibai has distinctive advantages over other forms of communication media. These include the improvisational element in the performance of kamishibai, and two-way communication between the audience and the individual kamishibai performer. Television and movies offer only one-way communication through impersonal electric appliances. In kamishibai, a small audience huddles close together and enjoys watching both illustrations and the expressions of the kamishibai performer while listening to his live voice. The performer himself can hear and see the excitement and reaction of the audience. The unique characteristics of kamishibai are proven to be effective in education, instruction and publicity.

Maldivian artist illustrating Kamishibai in Regional Workshop

V. Games and Others

Games can be divided into two categories, ordinary conventional games and simulation games. Ordinary conventional games include numerous traditional games and many new variations designed for children, with necessary modification to suit the adult neo-literates.

Simulation games present an issue or problem and suggest its solution through role play by the neo-literates. They are a means of involving learners directly in an activity that requires little or no preparation of materials. In this guidebook, "others" refers to all materials, mediums and activities for neo-literate education other than printed book materials, printed non-book materials, electronic media materials and games.

(8) Games

1. Conventional games

Characteristics

Involving the element of play games provide enjoyable an opportunity for learning almost unconsciously, and are a very effective means of stimulating interest in participating learners.

Conventional games involve excitement and competition in pursuit of a goal, creating interest and spurring on participants. Otherwise uninteresting and difficult topics can be enjoyably worked out in a game environment.

However, as games have a tendency to represent things and issues in simplified forms, particularly difficult or controversial themes cannot be effectively dealt with.

Some conventional games are:

- card games
- jigsaw puzzles

by Tek Bir Mukhiya (Nepal)

- "future" games
- games of finance (e.g. "Monopoly")
- goaled games such as Sugoroku (Parcheesi), Snakes and Ladders, etc.

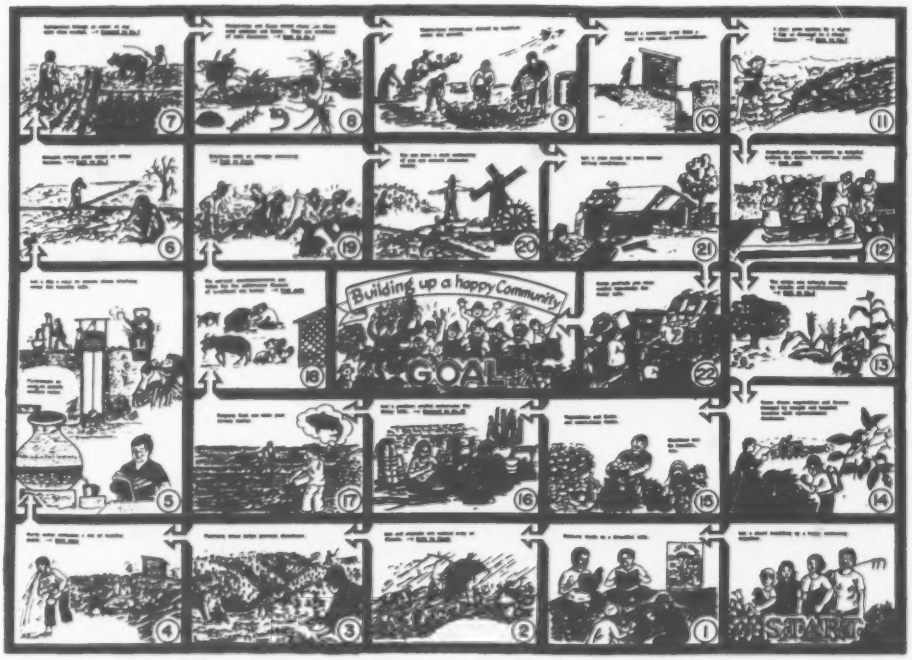
In this chapter, production methods of Sugoroku (Japanese game used for educational purposes also) and other games based on the game Parcheesi developed in India thousands of years ago are explained as an example of printed conventional games.

A. Sugoroku Game

A Sugoroku game is played on a board, with moves decided by the throw of dice. A single game can be played by five or more players. This game involves excitement and competition in pursuit of a goal among the players.

How to Play Sugoroku Game

1) Line up at "Start"
2) Each person rolls a dice and moves his stone as many blocks as shown on the dice.
3) Each person should read aloud the sentence of the block before the next player rolls the dice.
4) The goal can be entered only when the exact number appears on the dice. If the exact number needed does not come up, the player should move back the number of blocks shown on the dice.
5) The player who enters the "Goal" first is the winner.



"Building up a Happy Community" (Sugoroku game) produced under AJP

Practical Process of Developing Sugoroku Game

1. Topic Selection

Select a topic which can be developed step by step. There are no limitations as to what can be treated as a topic. Appropriate topics present:
- attaining an objective
- development
- problem-solving

Sugoroku game should involve progression from one space or block to the next and include the concept of being sent back to previous spaces, with the reasons for progression and regression clearly represented in the spaces themselves.

2. Content Arrangement

(1) Decide upon the "goal" to be achieved in the game, and the process and route (about 20 to 30 blocks) to be followed in reaching the "goal."

(2) Devise criteria for faster/shorter routes to "goal," as well as for penalty set-backs.

(3) Arrange the steps or blocks in an order producing a most enjoyable and stimulating game progression.

Balance the distribution of:
- normal block-by-block situations
- "bonus" situations where a number of blocks are skipped
- "penalty" situations where the player is sent back a number of blocks

3. Script Preparation

Write text for each block. Use short, clear expressions that stimulate desire in reaching the goal quickly.

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4. Illustrations

Make illustrations for each block.

Clearly present intended meaning for each block through its illustration.
- With 20 to 30 blocks in the game, avoid excessive complexity in any one block.
- Be sure to make evident what the goal represents.

Blocks allowing players to skip spaces for rapid progress toward the goal can be in bright colours, with blocks involving penalty set-backs in darker colours.

Script preparation and illustration should proceed together.

5. Arrangement and Editing

(1) Ensure that progression in the game and order of the blocks is logical, and that the game can be thoroughly enjoyed by players. Play the game a number of times to investigate its effectiveness.

a) Organize the game so that the winning player can reach the goal in about 10 minutes.
b) Place some large skips ahead and setback behind (even to the "start" when serious difficulty appears) so that the learners can be well aware of the advantage of achieving the "goal" and its obstacle.

6. Preparing for Field-Testing

(1) Prepare an instructor's manual.
Explain clearly the method of play in the manual.

(2) Make a copy of the game in its full size. Use dice.

If dice are not available, they can be made using heavy paper or card stock.

If religion or other customs prohibits the use of dice, devise another means of deciding on numbers to be followed in the progression of the game. For example, dice can be changed into pieces of papers numbering from 1 to 6, put into a glass or a can and shake.

7. Field-Testing

(1) Collect information concerning local conditions prior to testing.

(2) Understand living conditions of target neoliterates.

(3) Effective method of testing Sugoroku game.
a) Form a group of the appropriate size (4 or 5 persons) and have the players play the game.
b) Besides players, an instructor is in each group to lead and help the progression of the game.

Before beginning the game, ensure that a relaxed atmosphere exists for players.

It is effective to be prepared to award a simple prize to the winner, thereby enhancing the competitive nature of the game.

(4) Solicit players' responses by interview or questionnaire

e.g.
1. Did you enjoy playing this game?
2. Theme appropriate?
3. Content understandable?
4. Proceeding interesting and exciting?
5. Skipping ahead and setting back reasonable?

(5) Collate results of survey.

8. Revision to Draft Materials ———————

(1) Analyze and interpret survey results.
(2) Collate opinions bearing on improvements.
(3) Request writer and illustrator to carry out the necessary revisions.

9. Completion (on to printing) ———————

Sample of Evaluation Form for Game

1. Language
   a) Vocabulary
      ( ) very good
      ( ) good
      ( ) fair

   b) Statement
      ( ) very good
      ( ) good
      ( ) fair

2. Illustrations
   a) Attractive
      ( ) very good
      ( ) good
      ( ) fair

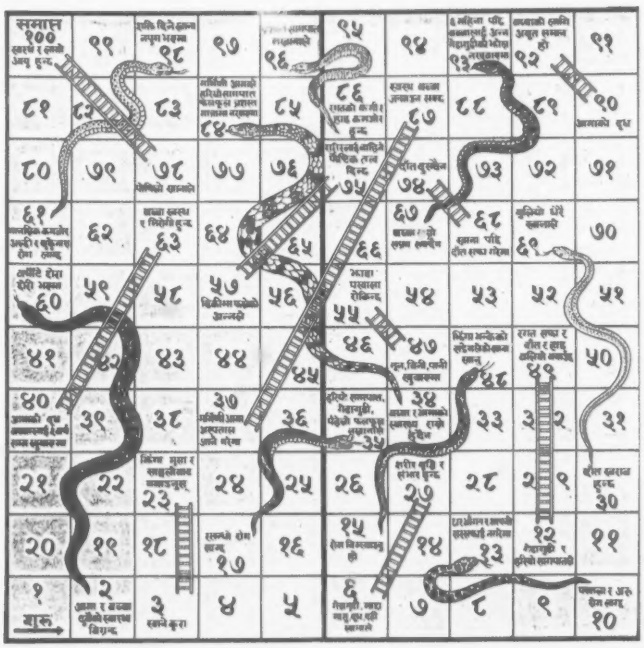
   b) Informative
      ( ) very good
      ( ) good
      ( ) fair

3. Content
   a) Functionality
      ( ) very good
      ( ) good
      ( ) fair

   b) Understanding
      ( ) very good
      ( ) good
      ( ) fair

4. Presentation
   a) Simplicity
      ( ) very good
      ( ) good
      ( ) fair

   b) Interest
      ( ) very good
      ( ) good
      ( ) fair



Snakes and ladders

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B. Card pick-up game

Among card games such as (1) card pick-up, (2) card matching, and (3) card suit games like poker, the "card pick-up" game seems to be greatly effective in educational application.

Features of Card Pick-up Game

a) This is an enjoyable game which can be repeatedly played without losing its appeal.
b) With one set of card, 3 to 10 or more persons can play.
c) Such game can feature proverbs, poems, question-and-answer (such as problem-and-solution) alphabet, etc.
d) The card game should be produced in accordance with planning such as with other materials for neo-literates.

Proverb Card Game (as an example of card pick-up game)

a) This card pick-up game is made up of "text cards" and "picture cards."
b) Number of cards can be from 20 to 50. These should be an equal number of both text cards and picture cards.
c) A proverb is written or printed on each text card.
d) A picture illustrating the meaning of a corresponding proverb, as well as an appropriate word from that proverb's text card, is on the front of each picture card.
e) It is best that text and picture cards be of the same size. Approximately 10 cm by 7 cm is an appropriate size.
f) Heavy, strong paper is desirable for making cards.

Playing Procedure of Proverb Card Game

a) Picture cards are spread out on a table or the floor. If, for example, there are 30 text cards, then 30 picture cards will be used.
b) Leader or one of the players holds the text cards, and reads one of proverbs aloud.
c) Players then try to identify the picture card corresponding to the text (proverb) read aloud to them.
d) Player who first identifies the proper picture card picks it up.
e) After all text cards have been read aloud, the player who has identified and picked up the most picture cards is the winner.

field-testing of newly developed card games (Mongolia)

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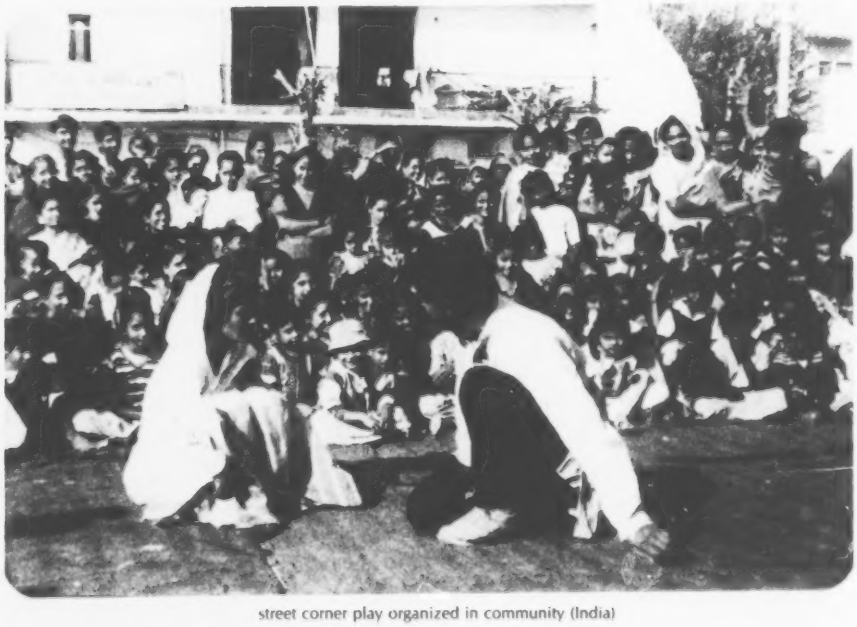
2. Simulation game

A simulation is an abstraction or simplification of some real-life situation or process. In simulation, participants usually play a role that involves them in interactions with other people and/or with elements of the simulated environment. A business management simulation, for example, might put the participant into the role of production manager of an imaginary corporation, provide him or her with statistics about business conditions, and direct him or her to negotiate a new labour contract with the union bargaining team.

Simulations can vary greatly in the extent to which they fully reflect the realities of the situation they are intended to model. A simulation that incorporates too many details of a complex situation might be too complicated and time-consuming for the intended audience. On the other hand, if the model is over-simplified it may fail completely to communicate its intended point. A well-designed simulation game provides a faithful model of those elements that are most salient to the immediate objective, and informs the instructor and participants about elements that have been simplified, abbreviated, or eliminated completely.

A simulation game combines the attributes of simulation (role playing, a model of reality) with the attributes of a game (striving toward a goal, specific rules). It may be relatively high or low in the modeling of reality, and may or may not entail competition.



street corner play organized in community (India)

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Editing

Introduction

Preparation of final manuscript should be carried out while checking readability and attractiveness and, particularly, accuracy of content and information (especially proper nouns, numbers, etc.) Being educational materials, these productions for neo-literates should be carefully checked for accuracy and correctness in grammar, punctuation, spelling, etc.

Another important task in editing is ensuring that headings of posters and newspapers and titles and captions in books and booklets are suited to contents. When editing books and booklets, continuity of successive pages (including amount and distribution of information and distribution and layout of text and illustration) without monotony should be verified.

The editing personnel (editor) has to adjust the contents, descriptions, form and so on, reading the manuscripts and examining the illustrations both from the points of view of the target neo-literates and the editor. Furthermore, points such as infringement of copyright, libel, political restriction of public morals have to be taken into consideration, and evaluation. If the editor should notice any problem, he should consult with the material planner, writer or illustrator.

1. Copy-editing

After inspecting the contents, the editor has to prepare for production. Such work of preparing the manuscripts is called 'copy-editing'. The main things which the editor or the copy-editor does can be summarized under seven headings:

1) readability and legibility
2) consistency
3) grammar
4) clarity and style
5) factual accuracy
6) legality and propriety
7) production detail

He also, has to check the illustrations, their size and place in the text, their captions, etc.

When the editor has completed his work on manuscripts, he prepares the prelims; bastard title page, title page, copyright page, table of contents and list of illustrations, etc. Then the manuscripts will be sent to the production department, with adequate instructions.

2. Proof-reading

The accuracy of description and grammar of materials for neo-literates is very important because one of the main purposes of the materials is to teach correct letters, words and sentences. When the galleys are sent from the printer, the editor (or proof-reader) and the writer have to go through and correct them thoroughly. If any misprints or factual errors are failed to be discovered, the results will become fatal matter to the materials.

So, the ability of proof-reading is indispensable for editing personnel.

Designing and Layout

1. Designing

It should be fully understood that in producing educational materials for neo-literates, in addition to ensuring that interest of the target group is stimulated through visually attractive, easily comprehended, enjoyable material, attention to the important role of designing should be paid. Layout and composition in designing should, first of all, render letters, words, and sentences, as well as illustrations, graphs, and photographs, in a easily readable and understandable way and, additionally, be such as to draw the reader's interest. In this layout and design, or distribution of elements on the page, blank space in proportion to total page surface is an important consideration. Five basic principles in the distribution of elements on the page surface are given below:

1) contrast
2) balance
3) proportion
4) rhythm
5) unity

(A) Paper Size and Arrangement

In the case of a book or booklet size and number of pages and paper quality should be decided on, and in the case of a poster or board game size and quality of paper or card stock decided on, and script and illustrations, photographs, etc. should be laid out to best facilitate understanding and enjoyment. Devise a layout scheme which best fits the condition, mood, expression, and needs of the target neo-literates.

(B) Typeface/Typesize

To avoid confusion and loss of interest on the part of neo-literates, complex or otherwise unclear typeface should not be used. Use a most readable, plain type face, one which is best suited to communicating the message to the reader.

Consider size of letters or characters, length and order of sentences in designing materials that are easily read and well received by target neo-literates. Neo-literate materials should use larger typeface to make it easy reading.

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Source: Specimen of Printing Types, November 1982 (M.N. Shanthy & Co., Sri Lanka)

(C) Relation between Illustration and Script

Coordinate illustrations and script suitably to clearly represent the content. Be particularly careful to design script portion in a manner for easy reading when the materials are for neo-literates. Through effective use of blank (white) space, the possibility of psychological resistance to the script is minimized and affinity with the materials is encouraged in the reader.

(D) Colour

The use of colour involves higher production costs but enhances attractiveness. Effectiveness is particularly heightened when booklet covers, especially crucial information, charts, etc. are done in colour. Use of colour should also be based on custom, tradition, preferences etc. of people in the target area.

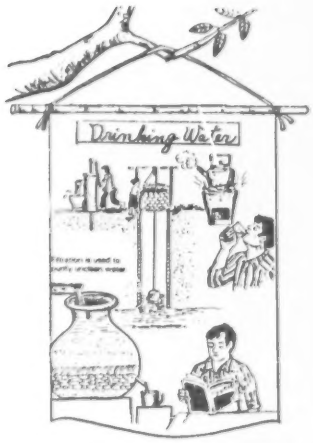
Colour schemes can be designed in monochrome, 2-colour, 3-colour, or 4-colour; this should be done in accordance with objective, content, necessity, and economic and other conditions. Refer to "Effective monochrome printing" for information on single colour publication production.

(E) Selection of Paper

Choose paper or card stock that best suits the medium (book, booklet, pamphlet, poster, card, or board game). Because materials for neo-literates are read and otherwise used a number of times, the materials they are printed on should ideally be as durable and light in weight as is economically possible.

Printing paper should be chosen in consideration of the following six characteristics:

1) smoothness
2) softness and flexibility
3) oil absorbency
4) whiteness or colour and hue
5) strength and durability
6) size



Flip chart on cloth is durable.

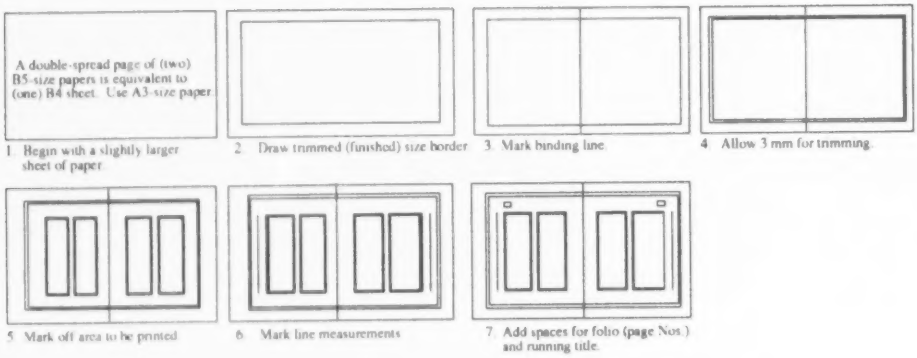
Use paper that is locally available. Cloth can also serve as printing surface material and, being generally more durable and flexible than paper, can be effectively utilized for posters and other materials that are often folded or rolled.

2. Layout

Layout is the product of a design concept realized via text and picture. In neo-literate materials the purpose of layout is to organize and present material in order to facilitate learning. To present the learning goal clearly is important. One may have originality in layout but if the target neo-literates unguided or confused, then that layout has failed a major test. Look at the material through the eyes of the learner; ability to scan and organize is considerably different and more sophisticated.

Good layout is the results of mastery of various elements: a) an understanding of the possibilities of the mechanical instruments—what can be done with colour for example and what substitutes are equally good; b) for designers of neo-literate materials, an understanding of target neo-literates, capabilities and needs; and c) mastery over 'tools'—type, style and size, space and margin, length of line, colour.

How to make a layout sheet


A double-spread page of (two) B5-size papers is equivalent to (one) B4 sheet. Use A3-size paper.
1. Begin with a slightly larger sheet of paper.
2. Draw trimmed (finished) size border.
3. Mark binding line.
4. Allow 3 mm for trimming.
5. Mark off area to be printed.
6. Mark line measurements.
7. Add spaces for folio (page Nos.) and running title.

Trimming

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Printing

Introduction

Printing is the final stage of production of printed materials, and is an important factor in how attractive and effective the materials are and, therefore, how well they are received by the neo-literates.

Printing methods vary depending on local conditions and available equipment. Decision on printing methods can be made according to number of copies, objectives, content, and economical considerations.

1. Methods of printing

1) Printing small numbers of materials

Printing of small numbers of copies can most easily be done by (a) photocopy machine, (b) block print, (c) mimeograph, (d) silk screen, etc.

2) Printing large numbers of materials

Printing of many copies require numerous various equipment, especially for materials produced in two or more colours. For large numbers of copies (high-run production), are explained simply below:

It has been well known that the printing process which are available in mass reproduction of various information or patterns are (a) letter-press, (b) offset-litho, (c) gravure, and (d) screen process.

Among these four printing processes which have been grouped according to the shape of the cross-section patterns of printing plates, letter-press and offset-litho are widely used in the reproduction of printing matter.

a) Letter-press

Printing process used of letterpress plate which has a raised printing area has developed since Gutenberg invented the type alloys and the type in the 15th Century. This process has obtained considerable importance in the world especially for the reproduction of newspapers, publications, magazines and many other things. And it is the process most widely used for printing of publications in many countries, because metal types is the most economical and convenient tool for printing textual matter.

b) Offset-litho printing

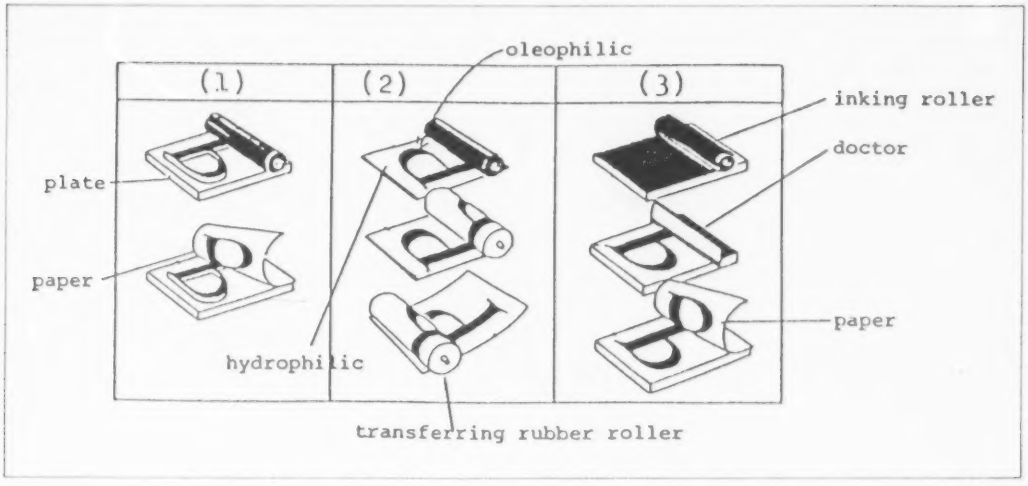
Offset-litho printing has derived from the stone lithography discovered by Alois Senefelder in 1799. In this process printing is carried out with flat surface on which the printing area and non-printing area are formed on the same plane. Offset-litho printing may be the most convenient process for reproduction of halftone and colour works. At the present time the major share of this process is on sheet-fed printing, but reel fed printing has begun to take the place of letter-press printing.

c) Gravure printing

Gravure printing and screen process may be classified as unconventional printing processes, because they are mainly employed as the means of printing for non-paper materials such as synthetic resin, metal foils, ceramics and so on.

Chart 1. Classification of printing

1. According to plates
   1) Letterpress (Relief)
   2) Lithography
   3) Gravure (Intaglio)
   4) Screen Process (Stencil)



2. According to printing methods
   1) Platen press
   2) Cylinder press
   3) Rotary press

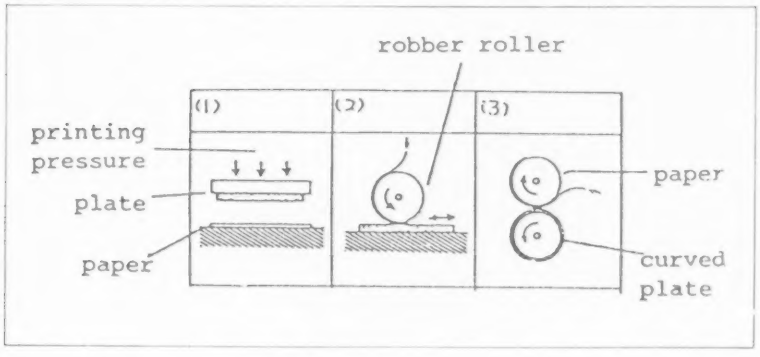


Chart 2. Process of Letterpress Printing

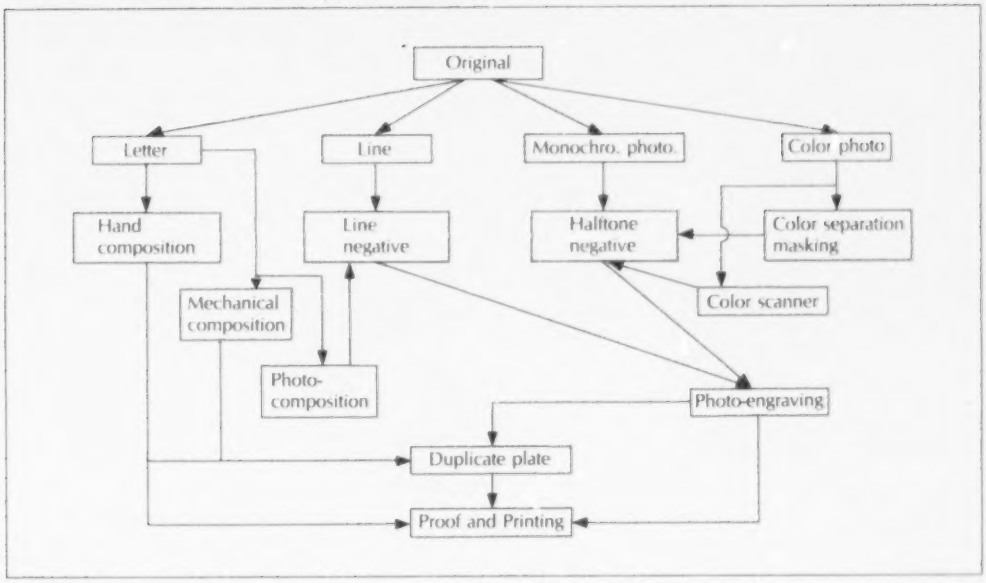
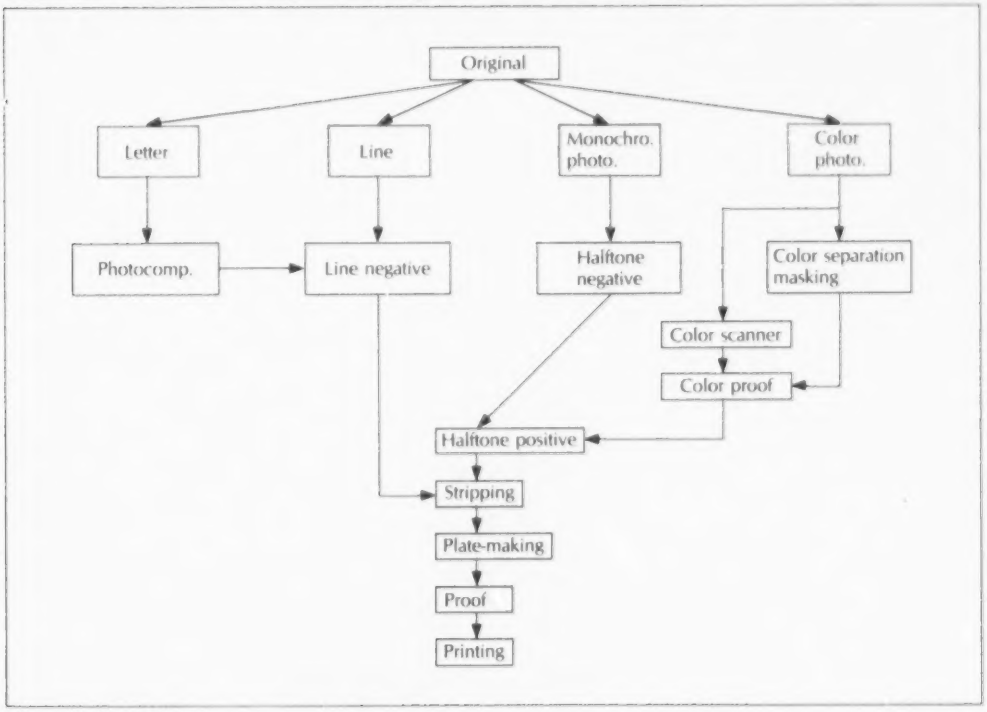


Chart 3. Process of Offset Printing and Gravure Printing



2. Effective Mono-chrome Printing

Properly applied, mono-chrome printing can achieve attractive effects to arouse learner's interest that match any effects created by multi-coloured printing.

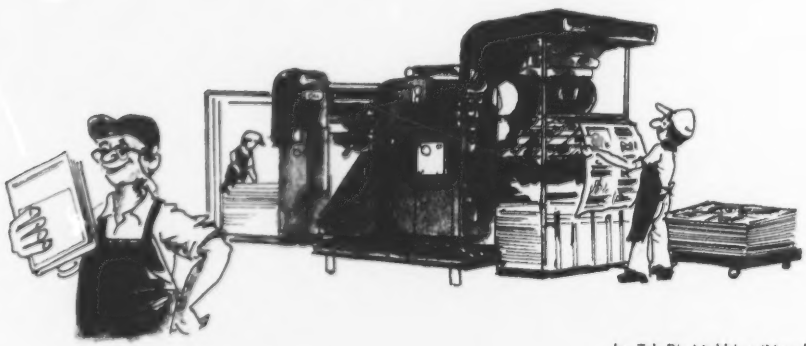
Mono-chrome printing involves the use of a single colour, such as black, red, green, blue, and brown. Text matter and illustrations in materials can be usually printed in black, because this colour reproduces the most stable image in terms of legibility and reproducibility. The brightest area of a printed page is therefore the colour or the paper itself and the darkest area is the solid black.

Colours other than black have their own qualities which should be considered in obtaining effective printing results to meet a material's purposes. The visual effect with one-colour printing can be greatly enhanced by using gradation from light to dark. When printing in these colour, they should be dark enough to maintain text legibility and illustration reproducibility. The same consideration should be taken into when reproducing halftones.

Type matter is usually printed in solid tones (100% value) but while it can also be screened (Using tints ranging from 10% to 90%), overprinted (printing a solid tone over a tint), or reversed (letters appearing as pure white against a solid-colour background.)

It is important when screening, overprinting, or reverse printing is used that type is sufficiently large or bold. If the typeface is too detailed or the type size too small in reverse printing, the colour may run over into the white type, while in overprinting the edge of the type might be distorted when the type overlaps with screen tints at certain degrees.

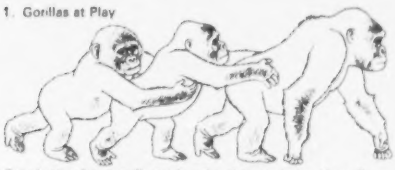
Colour tones, ranging from solids to screened tints, can effectively present also illustrative information such as drawings, photographs, and charts.



by Tek Bir Mukhiya (Nepal)

Chart 4. Various effects of mono-chrome printing

1. Gorillas at Play

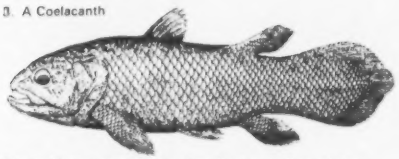


Simple line drawing illustrating the characteristics of gorilla

2. Crab-eating Mongoose

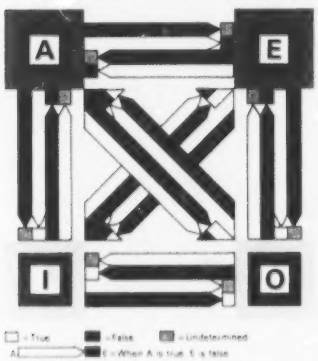
Line drawing showing body hair

3. A Coelacanth



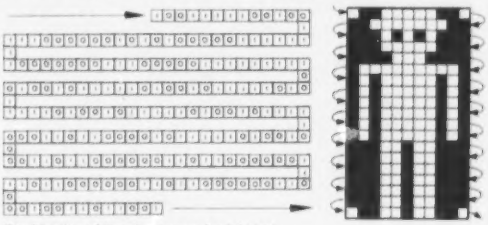
Precise illustration combining line drawing and pointillism

4. Diagram Showing Basics of Aristotelian Logic



Graded screen tints on arrows are used to show different relationships

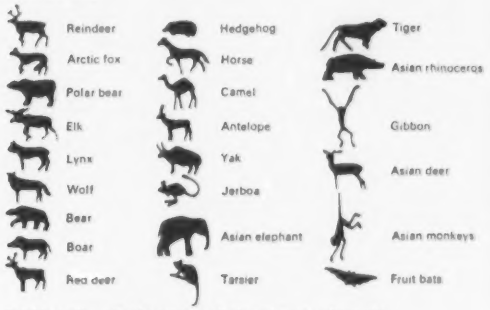
5. Mathematical Signal Pattern for Communicating with Alien Civilizations and One Interpretation in the Form of a Biped Figure



Combination of line drawing and solid black

6. Legend (part) of Zoogeography

Asia and Eurasia



Solid line silhouette showing rough characteristics of animals

7. An Indian Boy Doing Homework

Photograph. Full-range black and white halftone silhouette

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In Search of a Language to Write for Illiterate Adults

Adult illiterates are not dumb people. They can speak and communicate anything they want, and they can do it most effectively. They have a language, and can use it with command, without fumbling for words. Their vocabulary may also be very rich, and they may be able to form and twist a sentence in the manner they choose. This means that command over syntax is also absolute, though they have not learned grammar or language in any formal school. Their predicament is that they cannot read or write the language they speak.

Many languages spoken by people in various parts of the world do not have a script. Available studies tell us that these languages purely spoken have a rich tradition of creative folk literature. These languages have lived their literature for centuries. They have lived it in their oral tradition and have transmitted it to their generations orally. They have nurtured the human memory and stored everything in it. At the same time they have also nurtured the art of oral communication. Existing folk forms of communication tell us a lot about the centuries-old concern of making oral communication powerful and emphatic. This concern has given to the oral tradition a creative force. It can be said that oral traditions all over the world are intrinsically and instantaneously creative. These spoken languages thus keep on enriching themselves.

People for whom we are going to promote literacy or for whom we want to create materials belong to this world of oral tradition. Our job is to motivate them to accept the new culture of literacy, to enter the new world of the printed word. They would then be in the process of transition—transition from oracy to literacy. In this effort, we have to be very careful, and understand the positive strength of oracy. We will have to learn from them their words and their ways of using the language. One has to learn all about popular and frequently used words. One should also understand the use of different sounds or phonemes, for at times, by a slight variation of a particular sound, the meaning changes. Sounds in oral tradition reflect the rhyme and rhythm of life, and the motion and velocity of their work influences, or rather creates, the language. They thus breathe and live the language. Any effort of transition therefore has to be a humble, non-violent and fittingly rhythmic effort. No effort of introducing the printed word should look like an external intrusion. It should not be an effort to impose something upon them, but rather to extend their ability and develop their competence to communicate with the world or societies outside.

How can we do it? How can we find a language to write for orally rich but illiterate people? There cannot be any other answer but the 'mother tongue'—the language which they have learned since birth and which they speak. If we choose their mother tongue as a medium of imparting literacy, either we will have to learn it ourselves or have somebody from the community itself work with us. The best course would be to go to the people, learn from them and build on what they have. To understand the beauty of a spoken language, one can broadly list a few aspects of its beauty as follows:

1) A spoken language is always rhythmic and poetic, not prosaic.
2) It is creative and rich in folklore.
3) It has a different idiom than the written language.
4) It is ever changing.

When using the mother tongue for writing for illiterate adults or neo-literate adults we will have to keep these aspects in mind.

This effort would certainly be an exercise in assimilating two traditions, through a synthesis of two different disciplines—oral and written—one using the strength of the other, while mutually preserving their ingenuity. This would require a sincere preparedness to internalize both the traditions and come out with a new one.

Guidelines for Illustrating Basic Literacy and Follow-up Materials

Art work has a very important role in education no matter what the level is—from university right down to kindergarten. Most important, art work/illustration for basic literacy can have a dynamic impact on the learning process of the illiterate trying to understand letters, signs/symbols, words, sounds, numbers, etc. Therefore, an illustration must be a vessel transporting specific ideas from drawn/painted marks to reality. The illustration must be:

Able to stimulate the learners' interest
Simple and clear
Informative
Relevant to the subject matter
Suitable for the purpose
Attractive/pleasing to the eye

These can only be achieved through proper planning in the initial stages. An illustrator/designer must be involved in the very early stages to 'catch the vision' with the planners and writers.

1. Planning

a) Budget is usually the main concern in any production work. Until this is established, there cannot be any firm decision regarding the number of colours to be used, number of pages, etc.

b) Survey
Understanding of the cultural values, taboos, environment, economics, and life style of the target group is necessary. Basic understanding of primitive art of the people is also essential. It is important in establishing what form of art is best understood in the area.

2. Technique

a) The style of illustration can only be firmly decided when a survey is completed, to establish what style the target group understands, and ideas are clearly outlined. Realistic drawings, or semi-realistic cartoons must effectively communicate. Realism is desirable, not photographic realism, but reality through the eyes of an artist.

3. Trailing

a) Field testing must be carried out with the materials produced before final preparation. In testing there must be several different illustration styles, i.e. line drawings, shaded real life cartoons, ink wash, silhouette, etching, etc., on the same topic. Only then can an appropriate style be established. The field test must also be carried out with the target group.

By testing each illustration with the target group and assessing the learners' response/reaction, one can establish what techniques can effectively communicate. It is best for the illustrator to carry out this testing process so any changes can be made on the spot.

b) Brainstorming amongst all the production specialists is most useful to identify important needs either in the production stage or the technique used. Constructive criticism is most valuable at this stage.

4. Preparation

a) In book design, the layout of each page must embody a progression from one stage to another. Text and art work must be related to one another, while balance in illustration and text type style are as important as paragraph layout. It must be simple yet clear, so that the learner can relate to the situation.

b) Poster design should effectively convey a message. Therefore, through legibility, and bare simplicity focussing one theme, a poster must tell a story with optimum impact combining picture and text.

5 Summary

Illustration for this programme (basic adult literacy) must be carefully designed to catch the learners' attention. Too many details can cause disorientation, and confusion.

The basic literacy primer must be completely supported throughout by the illustrations. This means that at level I it would be essential to keep the illustrations very simple and, as the learner progresses through each level, it would be appropriate to have the illustration develop into a more detailed perspective. This is to encourage the learner to develop psychologically, to have the eye to see and appreciate the world as it is, to become "self reliant."(*5)

Preparing Literacy Materials for Women

Literacy for women is as important as it is for men, but the process of achieving this goal contains certain features which need the special attention of those involved in the preparation of literacy materials for women.

In most conventional societies men are considered the main pillars of the house, but women's responsibilities are far greater in domestic processes and caring services. Health and happiness of the family depend upon the awareness of the woman towards her responsibilities. Ironically enough, society firmly believes that a good woman is one who serves others. This role, which has been the cause of her fetters and subjugation, is defined as soon as she is able to stand up on her own two feet.

Women need social liberation. But liberation within themselves is more important than liberation achieved as a natural consequence of the former, but not vice versa. Their positive participation in bringing about change, in developing new awareness, can lead to their liberation.

The most feasible and effective method for generating awareness is dialogue. Dialogue is not a mere exchange of information. It is a discussion on the platform of equality, concern and compassion, leading to the identification of the root cause of the problem, its analysis from various angles, and finally the action required to eradicate the source of the problem.

Dialogue is not a giver-receiver relationship. The process of raising the level of concern through constant pursuit of study, appreciation and understanding, leads to sublimation. This is the most natural way of gaining each other's confidence and creating a congenial environment for further steps towards the desired change.

Women learn through their feelings while experiencing new dimensions in life. Those who have lived as if in the nether worlds, are resigned to their unfortunate fate, having reached a state where they refuse to reject archaic myths and rituals, and need to be tackled at the emotional level, unlike men.

Women do not have the opportunity to exercise their choices within available options. The discrimination begins even at the foetal stage. In education and nutrition a boy child gets priority. When the boy starts going to school, odd chores

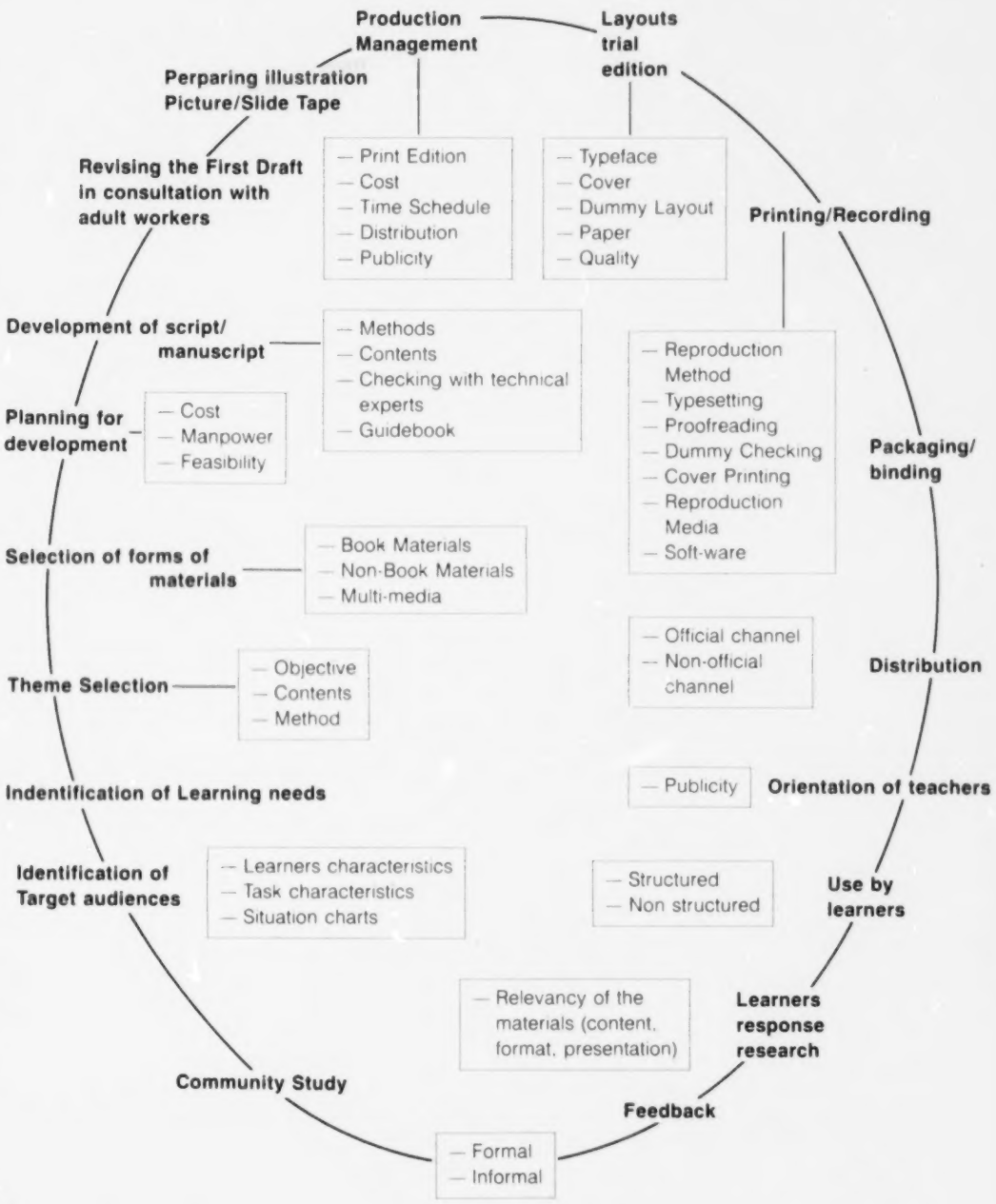
done by the boy are also done by the girl, besides many others which have become her responsibility. Apart from these generalized problems of discrimination in various spheres of life, resulting in drudgery, exploitation, oppression, etc., there are some specific problems of place, community, profession and so on. Identification of these problems is possible only through a dialogue as mentioned earlier. The dialogue also helps in finding solutions to the problems.

Besides the technical aspects, which are certainly important for developing literacy materials for women, if the producers of such programmes can establish the fact that women are to be treated as a precious human resource, it would create an all-time radical change in society. What we need is a broad-minded vision and perspective of women because subordination of half of a society is a big obstacle to the progress of any country or civilization.

When the materials are developed, the next important step is their proper utilization. Our learners require real situations which are familiar to them in everyday life. Women like to visualize literacy programmes as the means of their coming together, of expressing mutual solidarity and the enhancement of self-confidence and self-image. When the presentation of audio-visual literacy materials is linked with this kind of social or cultural activity its impact is certainly greater.

The time and place of such performances also play a vital role. Women's involvement and participation in the programme very much depend on these factors. The time and place of programmes will have to be determined case by case. Women should not find these programmes a burden or extra labour but should look forward to such activities as a means for relaxation and recreation in their monotonous lives.(*6)

Steps in Preparation and Production of Literacy Materials



Footnotes for Section II

[1] by Dr. Tongyoo Kaewsaiha, Final Report of National Workshop on the Preparation of Literacy Follow-up Materials in Pakistan, ACCU

[2] from "Training Manual on Farm Broadcasting", ESCAP, 1989

[3] by Mr. Merza Abbas, from Final Report of the National Workshop on the Development of Literacy Follow-up Materials in the Philippines, ACCU

[4] by Mr. Somsak Kanha (Thailand), from "Development of Audio-visual Literacy Materials for Women in Rural Areas"—Final Report of 8th Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia/Pacific, ACCU

[5] from the Final Report of the 1st Sub-Regional Workshop on the Preparation of Basic Literacy Materials in Asia/Pacific (in Calcutta), ACCU

[6] by Dr. Varsha Das (India), from "Development of Audio-visual Literacy Materials for Women in Rural Areas", ACCU

Section III:
Selection and Adapting of Existing Materials

(Nepal)

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1. Utilizing the Existing Materials

Production of learning materials, especially for neo-literates, is a challenging job. However, in many countries there have already existed certain forms and varying levels of learning materials which could be selected and/or adapted for use. Such efforts may help to reduce expenses and save time that would be wasted if all the new learning materials were produced from scratch.

The materials are produced and utilized by many government and private agencies. The following media may be considered with the view of adaptation for the follow-up learning activities of the neo-literate programmes.

a) literacy materials including primers, post-literacy materials
b) textbooks and supplementary reading materials for elementary school students.
c) leaflets, booklets, etc. produced by various government agencies concerning agriculture, health, industry, community development, environment, etc.
d) posters, flip charts, cards, etc. produced by various agencies aimed at disseminating knowledge and information.
e) films, movies, video, slides, tapes, radio programmes related to life improvements.
f) games and others designed to teach basic concepts and skills.

ACCU has so far produced 44 kinds of literacy follow-up materials for neo-literates in rural areas under the Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP). Crystalized in them are the experiences of many countries in material production and they can be adapted and utilized freely by any literacy organization or programme. There are numerous primers, and various forms of literacy follow-up materials produced in respective countries. ACCU organizes biennially a contest for fully illustrated materials to encourage the respective countries to produce good quality materials. These materials are also good examples to refer to when producing materials.

Existing materials

"Maintaining Our Environment" (serial poster) (Indonesia)

"Improve the Environment Today for Better Life in the Future" (wall newspaper) (Thailand)

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(1) Reasons for Adaptation

1. Situations in which the media are utilized vary according to particular environments, problems and needs of individuals and communities, which differ from one place to another. Those located at the seaside, for instance, would differ from those in the hills and on the plains and vice versa. The same is also true of the industrial areas in comparison with the agricultural areas. Such differences need not be confined to the area of vocation, but cover social and cultural aspects as well.
2. Even different villages of the same district, with almost the same physical features vary from one another in terms of their social settings such as historical backgrounds, adjustments, leadership, and consequently, problems and needs.
3. Language and culture are even more important factors. Media designed for people of a particular language and culture need to be adapted to make them more comprehensible and acceptable to people of a different language and culture. There have been cases in which cultural conflicts occurred because of utilizing the same design.
4. Different media designs serve different objectives. The one designed especially for an individual study may not be suitable for a group study. The one designed for a small group study may not be appropriate for a large group. Each media design is aimed at particular target clients.
5. Media adaptation may serve to increase efficiency of media utilization. The change from a more difficult narration of video recordings to a simpler one helps learners understand more clearly. Flip charts with sound recordings added would be more interesting than the mere appearance of letters and pictures.

It could be summed up that media adapted to suit particular target learning groups should yield better results. They would be more comprehensible and culturally acceptable.

This is a big gap between our readers and ourselves

We have to build a bridge of understanding.

We have to cross the bridge to go near them and survey their condition.

by Satyen Maitra (India) & Bijan Choudhury (India)

(2) Criteria for Selecting Appropriate Materials

The following points need to be considered in the selection of media.

(1) Media content should agree with teaching and learning objectives.
(2) Materials should be appropriate to the learners in terms of their difficulty level.
(3) Materials should be correct in terms of factual presentation.
(4) Materials should truly reflect the learners' contextual settings.
(5) Materials should be convenient and economical for utilization.
(6) Materials should correspond to the individual learner's learning styles. Those who understand better through reading should benefit from reading materials. Some may benefit more from listening and visualizing.
(7) The environments in which materials are to be used should be appropriate for the kind of media used. For instance, the electronic media should be used only where a power source is available. Sizes of learning groups also determine the selection of particular media appropriate to their presentation.

by LAT (Malaysia)

(3) Steps for Selecting Appropriate Materials for Neo-literate Programme

Step-1: Establish the objective for which you want to find materials

Step-2: Study the content areas for which you need materials (e.g. health, agriculture, cooperatives, income generation, etc.)

Step-3: Be specific about what type of materials you are looking for, such as:
a) printed book materials
b) printed non-book materials
c) games and plays
d) other media materials

Step-4: Decide whether you want to use the materials for:
a) motivating the learners
b) instructing them on certain content areas
c) using as follow-up materials
d) group use

Step-5: Choose appropriate form of materials and conduct an assessment:
— objectives consistent with instructional objectives
— content consistent with instructional objectives
— appropriate use of language at the learners' level of knowledge and understanding
— appropriate way of presentation
— examples properly drawn from the field contexts.
— sufficient and objective-based exercises.
— physical aspects
size of materials
type size used
paper used
quality of printing
binding
price

by Bijan Choudhury (India)

(4) Adapting Available Materials

Existing materials, after careful selection, may be unsuitable in some ways. Such media should be modified to suit the learners in terms of their learning objects. The following suggestions are made concerning the adaptation of materials.

1. Add other media to the existing materials

Reading materials may be made more interesting by adding more media to them such as pictures (presented separately), films, filmstrips, field trips, exhibitions, etc.

2. Develop extra self-instructional sheets to supplement the existing materials

Such extra sheets should help learners comprehend better. Exercises should be provided along with the instruction part.

3. Adapt the existing pictures

Pictures shown in the existing materials may contain too much detail and may be too complicated. A certain part of the picture may be cut off or copied and enlarged with added captions and simplified names to help the learner comprehend better.

4. Adapt the audio portion of the film

Some films contain foreign or too difficult narration which makes for poor comprehension. This could be improved by showing only picture while, the narration could be made by the teacher using an extra microphone. Films can be shown on and off, allowing learners to engage in discussion during the intervals.

5. Translate into the learners' native language, in case the original materials are in a foreign one.

Examples are AJP materials. These can be translated into the native language to make them comprehensible. Also materials developed in a dialect of a country can be translated into another dialect for the same reason.

6. Adapt pictures to truly reflect the learners' environment

Materials developed in one environment may not be appropriate to learners in another environment. For instance, materials produced in the environments of big cities or on the plains may not correspond to the realities in rural areas or in the hills. Adapting pictures, especially those related to costumes, houses, farms, trees

and natural scenery may help learners in such an environment to grasp their relationship to themselves more clearly.

7. Adapt the language used to suit the learners' comprehension level

Materials prepared for urban or certain groups of people usually contain words, phrases and sentences beyond the comprehension level of learners, especially in the rural settings. This is due to the fact that such different groups gain different opportunities in the use of the national language. It is, therefore, needed to make an adaptation from a more difficult version to a simpler one.

8. Adapt the mode of presentation through using mixed media

Certain materials can be made more interesting by combining several media in the presentation. For example, flip charts depicting a series of events with description in letters can be made more interesting by using dialogue recordings, probably with musical background.

9. Use low-cost materials as an alternative to the more expensive ones

In many lessons, real objects cannot be brought for display because of high cost. For instance, it is impractical to bring trains, airplanes, tractors and such kind of things into the class. The substitute should be represented by materials which are cheaper and locally available.

It should be reminded that there is no single medium that can be the best aid to the teaching of any one lesson. In most instances, supplementary materials are needed to boost teaching efficiency and performance. Even the original materials may be modified to suit the learners' varying entry levels to the learning programme.

2. How to Adapt AJP Materials for National Versions

The prototype materials produced under the Asian/Pacific Joint Production Programme of Materials for Neo-literates (AJP) are distributed to each country in Asian/Pacific region. They are translated and adapted/modified to suit each country's indigenous situation and needs. So far, over 160 such national versions have been produced and utilized in the participating countries.

In producing national versions of AJP prototype materials, the materials to be produced should be modified to make them relevant to local needs so that they can be utilized effectively. In other words, according to the intended users of the materials, not only translation of texts but also changes of presentation, format, illustrations and sometimes even the content itself are necessary.

Suggested points to consider for adapting the materials

1. Content
— Is the content relevant to the intended learners?
— Is knowledge and information included up-to-date?

2. Illustrations
— Are the settings (i.e. rural, urban), people, costumes, food, manners and customs and culture depicted in the materials familiar enough to the intended learners?

3. Format/size
— Is the format most suitable to be used by the intended learners?

4. Title
— Is it attractive enough for the intended learners?

5. Language
— Is the text easy to understand for the intended learners?

6. Others

A Case Study on the Philippine Versions

Reason Why the Materials Were Selected

The overriding consideration in the selection of the AJP materials for Philippine adaptation is relevance of these materials to the needs, problems and concerns of the clientele both at personal and societal levels. The rationale is that the personal development of the learner includes not only concerns for self and family, but also those related to the larger society in which he lives. The materials are intended to enhance the learner's newly acquired literacy skills so that he does not revert to illiteracy.

How Modified for Local Use

All the adapted materials were modified to make them relevant to local needs and to depict local life situations. In other words, the materials carried slices of everyday life of the learners using them. The intended users are the target clientele of the Non-formal Education—out-of-school youths and adults and the setting of most of the materials is rural. Accordingly, the contents were modified to provide up-dated knowledge and information on the problems/needs being addressed by the materials. To illustrate, the two materials on health and nutrition used local food items that are familiar to the learners. The contents of the book on "House-hold Tips" were changed to those that apply to problems met in everyday life. Some contents of the adapted materials were not modified; however, their titles were changed. For example, "Building up a Happy Community" and "Let's Repair Our Roads" now carry the titles "Let Us Build A Happy Community" and "Working Together Pays Off," respectively. In all cases, the scientific accuracy of the contents was validated.

All illustrations—setting, people, costumes—were modified to depict Philippine situations. Since the materials are intended for Level II and III literates, efforts were deliberately taken to ensure simplicity of language (e.g. simple words, short sentences) and generous use of illustrations.

Some formats were modified according to the intended purpose of the materials, whether motivational, informational, or follow-up materials. The posters on "Plant Trees" and "Electricity: Friend and Foe" aim to create awareness of the value of trees and electricity, respectively. The jigsaw puzzle format of "Good Use of Water" was altered to a poster to suit the age level of the learners. In the Philippines, jigsaw puzzles are usually associated with children.

In any case, all modifications made in the adapted AJP materials were intended to increase their effectiveness as a learning resource for neo-literates.

Almost all materials utilized a 4-colour scheme for eye appeal. Size and paper varied with the material. Book paper was used for booklets and similar materials; coated paper was used on posters. The choice of size and paper was based on ease of handling and durability of the material, respectively.

"Home Gardening" (prototype poster)

"Make Your Home Garden Beautiful and Useful" (flip chart, adapted in Philippines)

Section IV:
Distribution, Utilization and Evaluation of Basic Literacy & Follow-up Materials

People of village reading wall newspaper by Alaka Das (India)

Distribution, Utilization and Evaluation of Basic Literacy & Follow-up Materials

Wide distribution, optimum utilization and consistent evaluation to assess the effectiveness and impact of basic literacy and follow-up materials are necessary to achieve the inherent aims of literacy efforts. Irrespective of the length of a literacy project, its post-literacy component should be planned as a long-term continuing/recurring activity. Retention of newly acquired literacy skills depends upon the degree of their application by the neo-literates in their daily lives.

Although production of highly attractive and useful materials is of crucial importance, programme objectives cannot be achieved unless the neo-literates have easy and frequent access to these materials. Secondly, an economic, social and cultural environment favourable to 'the written word' must be created and maintained—one in which illiterates are motivated and neo-literates have ample opportunities to read, write and utilize these skills.

The basic literacy and follow-up phases should not be comprised of only the production and distribution of primers, supplementary readers and other materials. Various methodological, statutory and institutional measures should be taken to promote literacy among illiterates and the reading habit among neo-literates. It is important to make them feel comfortable with written communication.

I. Distribution

Dissemination of primers and follow-up materials, from the printing press or warehouse down to the individual target client, requires careful planning if much of materials is not to be wasted.

(A) Planning Stage

The following aspects should be kept in view while drawing up a plan for the distribution of basic literacy and follow-up materials in a country:

1) Prior identification of the 'users' of material, both individuals and institutions
2) Identification of channels and delivery mechanism to disseminate the materials to the clientele
3) Setting out a schedule of distribution in conformity with the schedule of production, timetables of literacy cycles, and efficiency of communication infrastructure
4) A system to acknowledge and confirm actual receipt of the material by users.

by Tek Bir Mukhiya (Nepal)

Efforts should, however, be made to decentralize production, as this will eventually accelerate and otherwise facilitate the distribution process. The national agency or central authority should form policy, provide model learning situations and develop proto-type packages, which may afterwards be adopted by regional, provincial or local organizations and produced in accordance with their own requirements.

(B) Delivery Channels

A unilateral flow of basic literacy and follow-up material from project office or central agency to the literacy centre is advisable, but should not be counted on as the sole mechanism to supply the entire target group. Multiple and diversified channels should be used to reach the maximum number of users. The strategy should be to spread the material widely among the learners and neo-literates, and thereby increase access and frequency of utilization by them. The following may serve as channels to disseminate the materials:

1) Literacy network (from project office or central agency to the literacy centre/literacy instructors)
2) Non-governmental organizations, social welfare agencies and their sub-offices, service centres and social workers
3) Libraries, reading centres, and study circles

books being distributed through bell-bicycle library by Alaka Das (India)

distribution of literacy materials through rural postman (Pakistan)

4) Government agencies concerned with development and extension work
5) Political, cultural and religious forums like local community centres, civic centres, mosques, churches, temples, political party offices, women's clubs, youth clubs, etc.
6) Educational institutions, through their teachers, staff and students
7) Individual literacy volunteers
8) Mailing follow-up literacy material (news bulletin, newspaper etc.) directly to neo-literates
9) Through trade unions, labour organizations, farmers' associations, cooperatives, etc.
10) Through public provision stores, utility stores, ration shops, etc.
11) Through commercial enterprises, private publishers, book shops
12) Through bus vendors, street hawkers
13) By introducing mobile libraries, forming study groups, and organizing reading competitions
14) Arranging exhibitions, displaying of reading materials
15) Introducing correspondence courses for further studies as self-learners

(Bangladesh)

(C) Acknowledgement and Feedback

With a view to continuously monitor the distribution system and to detect the blockages at various stages of delivery channels, it is essential to establish a system of feedback from the users. This feedback or confirmation may be direct as well as indirect. Steps may include:

1) Routine progress reports of the literacy network regarding the receipt and issue of the stock of primers or follow-up materials
2) Noting additional demands or repeat orders for follow-up materials from various regions
3) Inserting/pasting coupons (preferably prepaid postage coupons) in booklets for responses/comments from users, or printing instructions on the materials urging the users to communicate their comments in writing to the publishing agency

(D) Precautions

Particular attention should be given to the following points:

1) Only complete packages should be mailed or disseminated. Incomplete packages or piecemeal supplies are likely to cause irritation and dilute the impact.
2) Material should be properly bound and packed to avoid damage, wastage or pilferage.
3) Rather than clearing the warehouse with one mass shipment of material, it is appropriate to maintain a steady flow of supplies, hence allowing for modifications and improvements in the system.
4) While planning the distribution phase, weaknesses of the communication infrastructure, inadequacies of transportation facilities, efficiency of postal services and degree of commitment of allied agencies should be kept in view.

II. Utilization

Apart from distribution system efficiency, actual utilization of the materials by learners and neo-literates will depend mainly on the contents, format of presentation and vocabulary level, and secondly on the overall environment surrounding the learners and neo-literates. It is environment which stimulates learners and neo-literates to apply the skill of literacy in day-to-day communication, furthering of knowledge and solution of problems. Instructors play the most vital role in sustaining the learner's interest in his/her struggle to acquire literacy.

(A) Development and Promotion of the Reading Habit

The following steps may be taken to foster the reading habit among learners and neo-literates:

1) Motivation of learners and neo-literates by their literacy teachers and community leaders to develop and utilize literacy skills
2) Legislation to make literacy a pre-requisite for participation in social and economic spheres of life—for example, requiring farmers to write credit applications by their own hand and fill out other forms by themselves
3) Extensive display of posters, bulletin boards of local news, writing slogans, developmental messages on mudwalls, tree trunks and in other central/eye-catching places

(B) Training of Functionaries

Programme organizers at various levels and local field functionaries should be given training/orientation in the following areas:

1) Significance of basic literacy and post-literacy component or follow-up phase
2) Importance of maintaining contact and encouraging learners to regularly attend literacy classes
3) Importance of maintaining contact with the neo-literates even after completion of the literacy course, motivating them to continue their pursuit of knowledge and extending guidance to them in their further studies
4) Methods of training learners in self-education
5) Establishment and maintenance of local libraries
6) Handling, operation and maintenance of audio-visual aids and electronic media as a potential major source and medium of follow-up information/activities

by Tek Bir Mukhiya (Nepal)

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(C) Institutional Arrangements

State/regional agencies or programme organizers should take the following measures to enhance utilization of basic literacy and follow-up materials:

1) Basic literacy and follow-up material should preferably be supplied free of cost or at nominal, subsidized prices to make them affordable to learners and neo-literates.
2) Contents of basic literacy and follow-up materials should be relevant to the needs and interests of various ethnic groups/age groups/ occupational groups. Material on diverse subjects should be produced.
3) Textual content and vocabulary of the materials should be according to the mental level and comprehension ability of the learners or neo-literates.
4) Inclusion of traditional and cultural values in the material usually inspires the reader to go through it.
5) Graded material should be amply available, and neo-literates of all levels should be helped in selecting material ranging from pictorial books to advanced level publications.
6) Packages of self-learning and correspondence courses should be introduced to the neo-literates.

Follow-up efforts should aim to make education a life-long self-learning process for the neo-literates, and enable them to exercise skills and knowledge gained through literacy in development of personality, harnessing of potential and solution of problems.

by Sharad Ranjit (Nepal)

III. Evaluation

Evaluation is the measurement of achievements in relation to objectives and targets set in the beginning. Evaluation studies are of two types, formative and summative. Formative evaluation refers to those studies carried out to assess the effectiveness of the programme in progress, and summative evaluation is carried out after completion of the programme. Formative evaluation is based mainly upon quantitative indicators and provides feedback for corrective actions during implementation, while summative evaluation addresses both quantitative and qualitative dimensions. In brief, formative evaluation helps to correct the weaknesses of a programme as it is operating, whereas findings of summative evaluation are used for planning of future programmes.

A number of techniques and instruments may be used to collect and analyse data related to the quantitative and qualitative impact of basic literacy and follow-up materials on learners and neo-literates.

(A) Quantitative Evaluation

Quantitative evaluation of a basic literacy or follow-up programme may be carried out on the basis of the following information:

1) Number of primers, booklets, audio-visual aids, posters, games, newspapers etc planned for development and production, compared to the number actually produced up to the end of a certain phase
2) Estimated cost and actual expenditure
3) Number of areas, agencies, individuals planned to be served and number actually served
4) Quantity of primers or follow-up materials distributed as compared to quantity produced

by Satyen Maitra & Bijan Choudhury (India)

(B) Qualitative Evaluation

The following tools/techniques can be employed in qualitative evaluation of basic literacy materials:

1) Pre- and post-testings of learners
2) Reaction forms supplied at the end of every class
3) Instructor's daily activity record, his/her fortnightly progress report, supervisor's quarterly progress report and final evaluation
4) Interviews with selected persons from target group
5) Interviews with organizers and planners

All these are aimed at evaluating learner's achievements and skills and assessing the acquisition of desirable skills and understanding according to the programme's objectives.

Qualitative evaluation of a follow-up literacy programme may also aim to investigate the following dimensions:

1) Extent of utilization and acceptability of the material by the target neo-literate group

2) Readers' reactions to the contents, formats, topics and titles of various types of materials (separately)

3) Degree of success in bringing about desired changes in the behaviours of readers, in terms of putting literacy skills to practical use and exerting positive influence on those around them

Tools/techniques, sample size and methodology of data collection and analysis will vary in each case, depending upon the type of material, its contents, target population for which the material was produced/used, and resources available to carry out the evaluation. Possible patterns for the evaluation of various types of follow-up materials have been indicated in Appendix. This represents a guideline, whereas actual application will require adaptation and modifications according to the situations prevailing in the respective countries, regions and localities.

Evaluation is an important and fundamental feature of any educational activity. Its significance is vital for follow-up literacy programmes, as considerable resources and labour invested in the "literacy phase" and on production of materials can be wasted if follow-up activity fails to achieve its objectives.

The following questionnaire developed for evaluating follow-up materials presents a sample of questions one may ask to collect necessary information.

Evaluation of Follow-up Literacy Materials

1) category of material
printed book material
2) format booklet
3) title Poultry Farming
4) quantity produced/distributed
1.000 copies
5) sample size
5 to 10%
6) instrument interviewing through
structured questionnaire
7) target population/respondents
neo-literates

Questionnaire

1. name (of the respondent) _____
2. age _____ , sex _____
3. occupation _____
4. educational level _____
5. Can you now read newspaper?
( ) Yes ( ) No
6. Can you write your own letters?
( ) Yes ( ) No
7. Did you study the book titled Poultry Farming?
( ) Yes ( ) No
8. How did you find it? ( ) Intersting ( ) Dull
9. Did you learn any new information by reading this book?
( ) A lot new information
( ) Some new information
( ) I already knew all these information
10. Did you find this book useful and of practical value for you? ( ) Yes ( ) No
11. Did you start poultry farming?
( ) Yes ( ) No ( ) Intending
12. Did you read the book yourself or with the help of some aid or of other educated persons?
( ) Self
( ) With some assistance
( ) Could not read by own at all

13. Could you understand the meaning of words used in the books?
    ( ) Understood all words
    ( ) Few words could not be understood.
    ( ) Most words could not be understood.
14. Could you apprehend the pictures in the book?
    ( ) Completely
    ( ) Partly
    ( ) Not at all
15. How did you get this book and where from?
    ( ) Literacy Centre
    ( ) Library
    ( ) Friend
    ( ) Purchased
    ( ) Any other _____
16. Will you like to study more books on similar subjects? ( ) Yes ( ) No
17. Would you please identify the deficiencies you observed in this book.

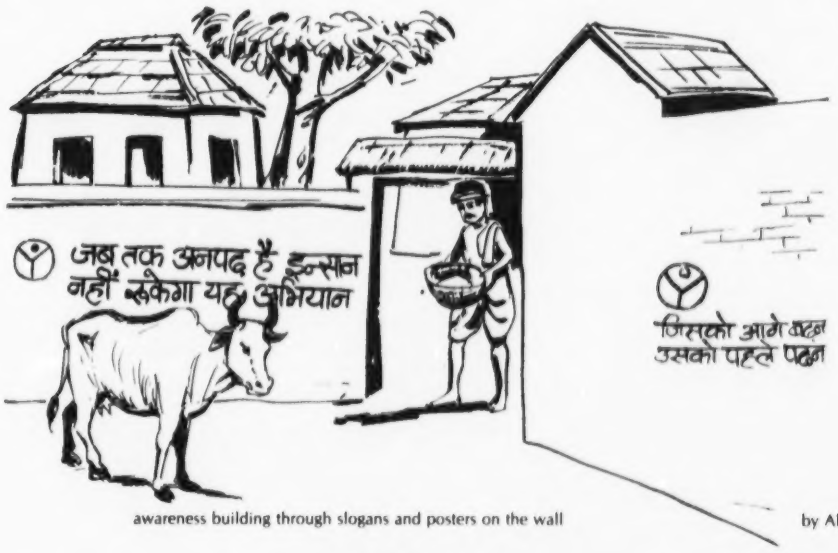
(1) Contents _____
(2) Binding _____
(3) Type of Printing _____
(4) Quality of Paper _____
(5) colour Attractiveness _____
(6) Size _____
(7) Pictures _____
(8) Others _____

18. Would you please give suggestions how to improve this book?

(1) _____
(2) _____
(3) _____

19. Would you please suggest measures for promotion of reading habits/advancement of knowledge of neo-literates in your area?

(1) _____
(2) _____
(3) _____



awareness building through slogans and posters on the wall

by Alka Das (India)

Literacy, communications and media

Country or territory	Illiterate population: Age 15 and over: Illiteracy rate (%) 1990: Total	Male	Female	Number of illiterates (000) 1990	% change 1970-90	Age 15-19 Illiteracy rate (%) 1990	Communications and media: Daily newspapers (number of copies per 1 000 inhabitants) 1980	1988	Consumption of printing and writing paper (kgs per 1 000 inhabitants) 1980	1988	Radio receivers per 1 000 inhabitants 1980	1988	Television receivers per 1 000 inhabitants 1980	1988
Asia														
Afghanistan	70.6	55.9	86.1	6 781	0.8	49.1	5	10	31	38	75	102	3	8
Bahrain	22.6	17.9	30.7	78	36.9	7.2	–	61	4 913	4 440	361	525	260	400
Bangladesh	64.7	52.9	78.0	41 961	52.5	54.2	6	7	295	417	•8	41	1	4
Bhutan	61.6	48.7	75.4	564	19.4	...	–	–	...	...	6	15	–	–
Cambodia	64.8	51.8	77.6	3 479	22.7	...	...	–	...	...	94	107	5	8
China	26.7	15.9	38.2	223 726	-13.6	7.0	34	39	...	...	55	184	4	24
Cyprus	...	...	...	...	...	...	108	125	5 264	10 204	259	289	136	139
Hong Kong	...	...	...	...	...	...	397	564	22 306	22 786	506	634	221	247
India	51.8	38.2	66.3	280 732	26.8	34.4	21	31	762	1 105	38	78	2	7
Indonesia	23.0	15.9	32.0	26 970	-17.2	5.1	17	21	995	1 455	99	146	20	41
Iran, Islamic Rep. of	46.0	35.5	56.7	14 604	34.5	21.3	24	25	1 979	1 991	165	237	51	53
Iraq	40.3	30.2	50.7	4 078	17.6	14.7	22	36	790	2 038	158	200	49	68
Israel	...	...	...	...	...	...	228	271	12 558	17 987	245	468	232	265
Japan	...	...	...	...	...	...	567	589	33 528	45 992	678	863	539	589
Jordan	19.9	10.7	29.7	442	-24.0	2.7	22	53	2 429	2 230	183	238	59	70
Korea, Dem. People's Rep.	...	...	...	...	...	...	...	...	117	160	..	111	..	12
Korea, Republic of	3.7	0.9	6.5	1 185	-53.2	0.2	210	281	6 371	15 475	525	986	165	203
Kuwait	27.0	22.9	33.3	346	92.3	17.6	218	210	16 509	7 728	262	329	257	262
Lao People's Dem. Rep.	...	...	...	...	...	...	3	4	156	..	109	124	–	3
Lebanon	19.9	12.2	26.9	382	-25.8	...	108	113	12 430	7 384	749	773	281	302
Malaysia	21.6	13.5	29.6	2 391	-9.2	6.1	57	151	4 548	4 410	419	438	87	142
Maldives	...	...	...	...	...	...	6	8	...	...	45	114	7	23
Mongolia	...	...	...	...	...	...	103	85	1 142	1 481	100	130	3	32
Myanmar	19.4	10.9	27.7	5 069	4.6	10.1	13	14	444	355	23	79	0.0	2
Nepal	74.4	62.4	86.8	8 229	44.5	61.3	9	7	...	...	20	33	–	1
Oman	...	...	...	...	...	...	–	45	...	5 106	305	649	36	740
Pakistan	65.2	52.7	78.9	43 459	54.7	50.5	30	64	600	536	64	86	11	13
Palestine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Gaza Strip	...	...	...	...	...	...	...	...	...	...	...	...	...	...
West Bank	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Philippines	10.3	10.0	10.5	3 852	-4.5	4.1	40	56	1 445	1 150	43	135	22	37
Qatar	...	...	...	...	...	...	126	210	14 847	10 479	437	509	349	425
Saudi Arabia	37.6	26.9	51.9	2 897	-0.5	...	36	41	4 823	3 933	267	280	224	269
Singapore	...	...	...	...	...	...	282	289	22 038	42 402	•190	•307	311	360
Sri Lanka	11.6	6.6	16.5	1 347	-10.5	4.0	30	35	1 896	1 501	98	191	2	32
Syrian Arab Republic	35.5	21.7	49.2	234	20.4	17.9	13	24	3 409	2 103	193	244	44	59
Thailand	7.0	3.9	10.1	2 627	-34.0	0.6	63	52	1 744	1 800	127	177	21	104
Turkey	19.3	10.3	28.9	7 046	-28.3	9.4	56	75	1 616	1 702	113	161	79	172
United Arab Emirates	...	...	...	...	...	...	145	205	...	...	236	321	92	107
Viet Nam	12.4	8.0	16.4	5 061	-34.1	6.6	10	11	428	529	...	103	...	34
Yemen	...	...	...	...	...	...	...	...	538	128	63	155	...	...
Former Dem. Yemen	60.9	47.2	73.9	840	28.8	...	14	16	...	...	18	36	0.8	9
Former Yemen	61.5	46.7	73.7	2 559	-2.6	...								
Oceania														
Australia	...	...	...	...	...	...	320	255	25 510	35 578	1 089	1 273	381	484
Fiji	...	...	...	...	...	...	100	37	3 816	4 132	477	579	–	14
Kiribati	...	...	...	...	...	...	–	–	...	...	195	217	–	–
New Zealand	...	...	...	...	...	...	337	328	18 573	30 700	885	917	•277	372
Papua New Guinea	40.0	35.1	62.2	1 119	7.8	...	9	17	...	...	58	64	–	2
Samoa	...	...	...	...	...	...	–	–	...	599	206	430	16	34
Tonga	...	...	...	...	...	...	–	60	...	...	722	440	–	–

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Country or territory	Illiterate population: Age 15 and over: Illiteracy rate (%) 1990: Total	Male	Female	Number of illiterates (000) 1990	% change 1970-90	Age 15-19 illiteracy rate (%) 1990	Communications and media: Daily newspapers (number of copies per 1 000 inhabitants) 1980	1988	Consumption of printing and writing paper (kgs per 1 000 inhabitants) 1980	1988	Radio receivers per 1 000 inhabitants 1980	1988	Television receivers per 1 000 inhabitants 1980	1988
Africa														
Algeria	42.6	30.2	54.5	6004	10.6	12.2	23	21	1564	3096	198	229	52	71
Angola	58.3	44.4	71.5	3221	-7.2	...	18	12	389	422	18	50	4	5
Benin	76.6	68.3	84.4	1904	34.3	59.4	0.3	1	29	112	66	76	1	4
Botswana	26.4	16.3	34.9	175	0.6	...	20	33	...	...	...	134	–	7
Burkina Faso	81.8	72.1	91.1	4137	41.5	66.8	0.2	0.6	...	...	17	25	3	5
Burundi	50.0	39.1	60.2	1482	-6.9	20.3	0.2	4	...	78	37	56	–	0.2
Cameroon	45.9	33.7	57.4	2912	6.3	23.3	7	6	464	581	88	126	–	12
Cape Verde	...	...	...	...	...	...	–	–	...	...	139	153	–	–
Central African Republic	62.3	48.2	75.1	1028	8.2	...	–	–	...	...	52	62	0.3	3
Chad	70.2	57.8	82.1	2280	19.1	...	0.3	0.2	45	19	168	235	–	1
Comoros	...	...	...	...	...	...	–	–	...	...	...	113	–	0.2
Congo	43.4	30.0	56.1	485	5.2	...	3	8	65	265	65	122	2	3
Côte d'Ivoire	46.2	33.1	59.8	2941	23.8	...	9	8	504	725	120	128	36	54
Djibouti	...	...	...	...	...	...	–	–	...	...	69	89	17	52
Egypt	51.6	37.1	66.2	16492	27.0	35.5	41	84	2880	2912	145	312	34	84
Equatorial Guinea	49.8	35.9	63.0	127	5.9	...	3	4	...	...	250	254	3	6
Ethiopia	...	...	...	...	...	...	1	1	95	327	77	193	1	2
Gabon	39.3	26.5	51.5	311	35.1	...	18	14	1611	1475	130	135	11	23
Gambia	72.8	61.0	84.0	350	45.4	...	–	3	...	...	114	116	–	–
Ghana	39.7	30.0	49.0	3258	-0.9	12.5	37	33	307	156	158	291	5	13
Guinea	76.0	65.1	86.6	2947	36.4	...	2	2	...	...	25	34	1	3
Guinea-Bissau	63.5	49.8	76.0	367	24.5	...	7	6	...	...	31	38	–	–
Kenya	31.0	20.2	41.5	3728	-9.6	...	13	15	758	1521	32	91	4	6
Lesotho	...	...	...	...	...	...	32	28	...	...	22	68	–	0.8
Liberia	60.5	50.2	71.2	839	28.5	32.7	6	15	162	42	180	225	11	18
Libyan Arab Jamahiriya	36.2	24.6	49.6	890	23.0	10.7	18	17	1150	1754	66	223	54	70
Madagascar	19.8	12.3	27.1	1305	-32.4	...	6	6	68	142	...	196	5	6
Malawi	...	...	...	...	...	...	4	3	1593	76	45	242	–	–
Mali	68.0	59.2	76.1	3398	15.4	32.7	1	1	28	34	15	38	–	0.2
Mauritania	66.0	52.9	78.6	740	23.4	...	–	1	...	...	97	143	–	1
Mauritius	...	...	...	...	...	...	82	69	1674	4630	♦210	♦264	♦87	♦188
Morocco	50.5	38.7	62.0	7526	17.9	20.5	13	14	1455	1214	155	207	♦39	♦55
Mozambique	67.1	54.9	78.7	5880	28.8	46.6	4	6	331	7	...	39	0.1	1
Namibia	...	...	...	...	...	...	19	10	...	...	...	125	...	11
Niger	71.6	59.6	83.2	2683	19.4	...	1	1	19	60	47	63	0.9	4
Nigeria	49.3	37.7	60.5	28723	20.2	22.3	13	15	564	243	87	164	6	6
Rwanda	49.8	36.1	62.9	1838	33.8	35.1	0.1	0.1	...	59	29	57	–	–
Sao Tome and Principe	...	...	...	...	...	...	–	–	...	...	259	274	–	–
Senegal	61.7	48.1	74.9	2525	25.9	...	6	8	317	1003	63	111	0.7	34
Seychelles	...	...	...	...	...	...	45	48	...	...	323	448	–	48
Sierra Leone	79.3	69.3	88.7	1830	36.1	...	3	3	...	25	138	218	6	9
Somalia	75.9	63.9	86.0	3003	50.3	...	1	1	243	14	21	40	–	0.4
South Africa	...	...	...	...	...	...	48	48	9023	8827	283	323	71	98
Sudan	72.9	57.3	88.3	10061	57.9	63.0	6	26	385	126	187	233	43	53
Swaziland	...	...	...	...	...	...	14	27	...	...	144	152	2	12

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Literacy, communications and media

Country or territory	Illiterate population: Age 15 and over: Illiteracy rate (%) 1990: Total	Male	Female	Number of illiterates (000) 1990	% change 1970-90	Age 15-19 Illiteracy rate (%) 1990	Communications and media: Daily newspapers (number of copies per 1 000 inhabitants) 1980	1988	Consumption of printing and writing paper (kgs. per 1 000 inhabitants) 1980	1988	Radio receivers per 1 000 inhabitants 1980	1988	Television receivers per 1 000 inhabitants 1980	1988
Togo	56.7	43.6	69.3	1 070	23.4	36.8	6	3	...	...	176	179	4	6
Tunisia	34.7	25.8	43.7	1 761	-9.3	4.6	42	33	4 543	3 503	157	180	47	69
Uganda	51.7	37.8	65.1	4 908	60.4	...	2	4	38	23	30	99	5	6
United Rep. of Tanzania	...	...	...	...	...	...	11	7	371	402	...	20	0.4	0.6
Zaire	28.2	16.4	39.3	5 466	10.8	8.8	2	4	102	53	57	99	0.4	0.7
Zambia	27.2	19.2	34.7	1 170	-0.2	10.4	19	11	...	...	24	74	11	15
Zimbabwe	33.1	26.3	39.7	1 776	24.1	18.7	18	26	1 191	11	34	85	10	22
America, North														
Antigua & Barbuda	...	...	...	...	...	...	80	71	...	...	227	286	213	244
Bahamas	...	...	...	...	...	...	154	138	476	395	486	496	149	213
Barbados	...	...	...	...	...	...	154	161	11 245	12 016	542	864	201	255
Belize	...	...	...	...	...	...	20	–	2 069	1 724	490	592	–	148
British Virgin Islands	...	...	...	...	...	...	–	–	...	...	483	538	183	208
Canada	...	...	...	...	...	...	232	225	41 149	58 246	741	960	443	586
Costa Rica	7.2	7.4	6.9	139	15.8	2.7	107	86	2 283	1 048	79	259	68	80
Cuba	6.0	5.0	7.0	484	-36.3	0.4	107	129	4 799	5 821	299	337	131	203
Dominica	...	...	...	...	...	...	–	–	...	...	429	462	–	–
Dominican Republic	16.7	15.2	18.2	744	0.1	6.3	39	52	4 546	3 407	158	166	70	81
El Salvador	27.0	23.8	30.0	787	-6.4	12.4	77	97	0	354	342	402	66	84
Grenada	...	...	...	...	...	...	37	–	...	...	327	511	–	–
Guatemala	44.9	36.9	52.9	2 253	39.3	33.3	29	32	983	1 311	45	63	25	37
Haiti	47.0	40.9	52.6	1 858	-9.9	...	7	9	111	191	19	40	3	4
Honduras	26.9	24.5	29.4	766	16.6	10.5	56	41	1 474	642	...	383	18	68
Jamaica	1.8	1.8	1.4	26	-31.6	0.4	49	74	3 174	2 862	368	401	77	110
Mexico	12.7	10.5	14.9	7 066	2.2	4.1	147	124	8 397	7 891	128	241	54	124
Netherlands Antilles	...	...	...	...	...	...	206	293	4 365	4 255	694	1080	171	324
Nicaragua	...	...	...	...	...	...	47	69	685	221	242	246	58	61
Panama	11.9	11.9	11.8	187	6.8	5.4	55	37	2 455	4 305	153	222	113	164
St. Kitts & Nevis	...	...	...	...	...	...	–	–	...	...	...	521	93	160
St. Lucia	...	...	...	...	...	...	33	60	...	...	675	721	15	20
St. Vincent & Grenadines	...	...	...	...	...	...	–	–	...	34 259	...	662	...	80
Trinidad & Tobago	...	...	...	...	...	...	150	139	3 923	4 498	274	458	192	297
United States	...	...	...	...	...	...	267	255	62 650	89 725	1 989	2 120	684	812
America, South														
Argentina	4.7	4.5	4.9	1 065	-12.6	2.6	142	123	6 339	5 903	425	666	182	217
Bolivia	22.5	15.3	29.3	923	-16.5	5.8	41	58	1 077	217	503	574	54	77
Brazil	18.9	17.5	20.2	18 407	6.6	7.9	45	59	6 621	6 653	289	371	124	194
Chile	6.6	6.5	6.8	603	-15.3	2.2	109	63	4 127	5 641	292	338	110	183
Colombia	13.3	12.5	14.1	2 702	2.5	5.7	53	65	3 598	3 947	128	170	87	110
Ecuador	14.2	12.2	16.2	909	0.3	4.6	67	90	2 856	2 471	289	293	62	81
Guyana	3.6	2.5	4.6	25	-34.7	0.2	66	80	925	596	350	363	–	15
Paraguay	9.9	7.9	11.9	252	4.3	3.9	48	41	1 843	1 315	71	166	21	24
Peru	14.9	8.5	21.3	2 025	-8.0	4.0	79	80	2 613	3 680	159	241	52	85
Suriname	5.1	4.9	5.3	13	-45.3	...	124	102	5 634	2 545	532	649	113	130
Uruguay	3.8	3.4	4.1	88	-43.0	0.8	193	234	7 256	6 874	561	595	125	173
Venezuela	11.9	13.3	10.4	1 450	0.3	2.8	190	149	6 830	7 707	393	428	114	147

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Country or territory	Illiterate population: Age 15 and over: Illiteracy rate (%) 1990: Total	Male	Female	Number of illiterates (000) 1990	% change 1970-90	Age 15-19 Illiteracy rate (%) 1990	Communications and media: Daily newspapers (number of copies per 1 000 inhabitants) 1980	1988	Consumption of printing and writing paper (kgs. per 1 000 inhabitants) 1980	1988	Radio receivers per 1 000 inhabitants 1980	1988	Television receivers per 1 000 inhabitants 1980	1988
Europe and U. S. S. R.														
Albania	..	..	..	..	..	..	53	43	..	..	150	168	35	83
Austria	..	..	..	..	..	..	354	362	14 912	23 088	507	627	391	487
Belgium	..	..	..	..	..	..	232	219	49 264	52 334	♦458	♦466	387	419
Bulgaria	..	..	..	..	..	..	231	267	5 575	9 948	♦243	♦224	243	249
Czechoslovakia	..	..	..	..	..	..	315	345	10 057	10 695	..	♦274	389	395
Denmark	..	..	..	..	..	..	366	360	37 329	37 373	879	995	498	526
Finland	..	..	..	..	..	..	505	551	58 862	100 425	837	997	414	486
France	..	..	..	..	..	..	191	214	38 592	48 602	741	895	353	399
Germany														
Former German Dem. Rep.	..	..	..	..	..	..	530	585	12 189	11 027	♦383	669	514	759
Former Germany, Fed. Rep.	..	..	..	..	..	..	334	350	53 119	71 422	♦370	956	439	511
Greece	6.8	2.4	10.9	548	-45.7	0.2	129	140	9 770	10 018	343	415	171	193
Hungary	..	..	..	..	..	..	248	273	12 576	13 817	499	590	310	404
Iceland	..	..	..	..	..	..	548	500	14 035	26 104	♦583	♦620	285	313
Ireland	..	..	..	..	..	..	227	175	11 291	11 184	375	581	231	260
Italy	2.9	2.2	3.6	1 378	-44.4	0.7	84	105	28 645	37 048	♦244	790	390	419
Luxembourg	..	..	..	..	..	..	370	395	..	..	510	625	247	250
Malta	..	..	..	..	..	..	165	155	6 336	12 607	♦377	♦354	556	731
Monaco	..	..	..	..	..	..	396	429	..	..	1 004	1 082	654	768
Netherlands	..	..	..	..	..	..	330	315	48 173	59 242	650	912	399	478
Norway	..	..	..	..	..	..	463	552	38 800	41 915	661	795	350	420
Poland	..	..	..	..	..	..	233	184	6 325	9 183	♦244	♦294	246	291
Portugal	15.0	11.2	18.5	1 215	-35.2	0.7	43	88	7 915	15 505	164	215	158	176
Romania	..	..	..	..	..	..	181	159	3 784	4 045	♦144	291	184	194
San Marino	..	..	..	..	..	..	95	109	..	..	476	545	300	324
Spain	4.6	2.6	6.6	1 440	-34.3	1.0	93	82	20 141	27 455	256	302	254	380
Sweden	..	..	..	..	..	..	528	526	62 640	101 643	842	875	571	593
Switzerland	..	..	..	..	..	..	393	504	57 626	76 580	♦356	♦401	364	408
United Kingdom	..	..	..	..	..	..	419	396	29 109	51 112	941	1 146	401	435
Yugoslavia	7.3	2.6	11.9	1 342	-42.9	0.4	119	100	12 100	10 773	..	♦195	191	195
U. S. S. R. (as of 1991)	..	..	..	..	..	..	418	474	5 164	5 084	490	686	288	319

World Education Report 1991 UNESCO

Brief Explanations on AJP Materials so Far produced

A. Booklets

1. Why Literacy for Women *(Social and general)*

This booklet deals with one of the most crucial problems in the region, illiteracy in women. It explains in simple illustration and word, how women and their families would actually benefit from them being able to read and write.

2. Let's Form a Cooperative for Better Life *(Social and general)*

Because many of farmers in the world still do not have cooperatives, a great number of them lose their profits to the middlemen. This booklet explains in light-hearted illustrations what a cooperative is, its functions and benefits and how to form one.

3. More Income by Tree Planting *(Production)*

Destruction of the environment and depletion of natural resources caused by tree cutting is one of the biggest problems in the Asian/Pacific Region. Planting saplings (young trees) after cutting trees can be one of the effective solutions. This booklet shows the usage and growth span of about ten trees that grow in tropical areas and promotes increase of sub-income by tree planting.

4. Use of Gas from Daily Wastes *(Science)*

In most rural areas excrement of people and farm animals (cows and horses) and kitchen garbage are left around the houses causing detrimental effects on sanitation and people's health. This booklet shows how to produce and use methane gas from these wastes in and around the village. It is one of the 'simple science series.'

5. Fish Need a Lot of Oxygen *(Science)*

This booklet shows the importance of oxygen for fish farming. It explains in a story format that fish live by breathing oxygen in water, just as humans live by breathing oxygen in air. How to increase the oxygen content in water is explained to protect the fish from asphyxiation.

6. The Life of Water *(Social and general)*

It explains basic scientific knowledge of the water cycle: evaporation, forming clouds and raindrops, falling down to earth, flowing down the river, use by humans, then again evaporation. It also explains how humans depend on water in many ways.

7. Baby's Food *(Nutrition)*

This booklet explains to mothers in simple language how and what to feed the baby and gives advice on basic nutritional needs.

8. Man and the Festival —Let's Eat Vegetables *(Nutrition)*

One of the serious diseases in the Asian/Pacific Region is night blindness, caused by lack of the vitamin A mainly contained in vegetables. This booklet explains in an interesting comic style, the importance of taking vitamin A in daily life.

9. Bamboo Handicrafts *(Production)*

This booklet promotes handicrafts to generate sub-income. It explains how to make articles using the bamboo that is available in every village, both for home use and for selling.

10. Useful and Simple Knowledge for Everyday Living *(Social and general)*

A simple device or sudden idea could easily alleviate or solve problems in daily life that are thought to be difficult. When this knowledge is applied, daily life can become easier, work more effective. This booklet raises a problem we meet in daily life on the front of each page, then on the back gives a solution through highly expressive illustrations.

11. Grow Mushroom for More Income *(Production)*

This booklet suggests mushroom growing for income generation. It shows simple ways of growing mushrooms using banana leaves and other materials which are easily available in rural areas. Since mushroom growing suits the climate of the Asian/Pacific Region, they can be cultivated in about two weeks. This is one of the 'income-generating series.'

12. Raising Chickens for Additional Income *(Production)*

An introduction to chicken-raising, showing necessary materials for a small-scale chicken farm, common diseases chickens tend to get, how to feed them and how to sell chickens and eggs. Full of bright humourous illustrations.

B. Posters

13. Let's Read *(Social & general)*

This poster shows the importance and benefits of being literate by comparing life with literacy skills on one side of a river and life without them on the other side, in a colorful illustration. The right bank of the river has hospitals, schools, and productive farms; the left side has people suffering from sickness, and barren land, because of lack of the necessary information to be gained from written words.

14. Tree Planting *(Social & general)*

This is a 'green' poster showing the importance of protecting trees and promoting tree planting. Not only are trees useful for fuel and timber, they can clean the air and prevent natural disasters; random cutting of trees is a great threat to human lives.

15. Do You Know Numbers?

This poster teaches how to count from 0 to 10 using coconuts. It aims to explain the concept of numbers by showing a man wearing a turban who collects ten coconuts thrown by a monkey and goes to the market to sell them.

16. How to Improve the Well System *(Science)*

On the left half of the poster, it raises the problem posed by a deep well, which requires great manpower to get water, and on the right half, as a solution, it suggests four ways of getting water from wells or tall water tanks. On the back of the poster, it explains the simple scientific mechanisms used in each well system, such as lever and pulley, and application of these mechanisms to other systems in daily life.

17. Charcoal Water Filter *(Health & sanitation)*

There are many cases of people getting sick because of bad-quality water. This poster shows how to make safe-to-drink water with a filter made of charcoal, gravel, sand, etc., which can be easily obtained in the village.

18. The River and Us *(Social & general)*

On the back of 'Charcoal Water Filter' poster, it shows how water is used in daily life: from the time it rains on the mountain, to the time it flows down the river to ocean.

19. Sanitation *(Health & sanitation)*

Hygienic problems caused by flies, water toilets and garbage disposal, and their solutions, are depicted in bright, colourful illustrations.

20. Everyone's Water *(Health & sanitation)*

Various uses of common pond water in the village are illustrated, to show its importance and how proper use of it can enable every villager to live a healthy life.

21. Let's Wipe out Worms *(Health & sanitation)*

People living in rural areas often get sick from worms (intestinal parasites). This poster shows how harmful worms are to human bodies, and how to wipe them out, in easy-to-understand illustrations comparing an unhealthy man with worms and a healthy man without.

22. Let's Safely Use Electricity *(Science)*

In the rural villages electricity is rapidly becoming available these days. Accordingly, basic knowledge of electricity and the safe use of electric appliances is needed. This poster

shows what causes electric accidents, and in case of one, how to deal with it.

23. Let's Think about Our Population
(social and general)

First in the series of 'Literacy and Population' materials. This poster invites the learners to think about family size and its effect on the socio-economic situation. By comparing an over-populated village on left side of a river and a village with stable population on the right side, in a lively illustration, one thinks about the consequences of population size at school, clinic, on production, environment, home.

24. We Can Take Action! *(Social & general)*

Main target of this poster is women. Its aim is to motivate women to take actions like gaining new skills for income, acquiring knowledge through reading, solving village problems, running cooperatives and more. Active participation in village development combined with literacy skills would lead to self-confident women.

25. Home Gardening *(Production)*

A poster promoting the growing of fruit (papaya, mangoes) and vegetables (pumpkins, cabbages) in vacant spaces in the garden.

26. Let's Make the Home Clean
(Health & sanitation)

In rural areas, sickness is sometimes caused by unsanitary environment around the home. This poster shows how comfortable and beneficial it is to keep the home clean, by comparing a clean one with a dirty one.

27. Public Pollution inside the Bus
(Social & general)

It shows the need for morals in the public sector by taking bus-riding as an example in a funny illustration.

C. Audio-visual Materials (electronic & folk media)

28. Let's Form a Cooperative—cassette drama/radio programme
(Social & general)

A drama divided into five parts introducing a cooperative to solve the unending poverty of the village. A father, whose daughter is seriously injured when a storm hits at night, realizes how poor the village is. With neighbours, he starts convincing the villages to get involved in forming a cooperative for the improvement of village life.

29. Save the Village—puppet show
(Social & general)

Four-character puppet show: a demon (=illiteracy), father, mother, and son are living in a poverty-stricken village. One day the son happens to overhear a demon talking to himself and finds out that the demon (illiteracy) is the cause of poverty in the village. To fight poverty, he convinces father and mother to start learning how to read and write.

30. Pit Latrine for a Clean Village—picture story-telling *(Health & sanitation)*

People in rural areas often get sick from polluted under ground water because they do not have pit latrines. Recognizing the rich oral tradition in the Asian/Pacific region, this picture story-telling was made to promote the construction of pit latrines for healthier life.

31. Water in Everyday Life—slide kit
(Social & general)

Enjoyable slides of beautiful pictures and simple illustrations that instruct on the good usage of water to promote the health of villages and make their life happier.

32. Water in Everyday Life
—video (converted from slides)
(Social & general)

A 16-minute video produced with the slide kit of the same title above. The methods and points of reminders of good use of water for drinking, cooking, washing, bathing and irrigating are shown on film.

33. Poultry for Additional Income—slide kit
(Production)

Since problems of literacy and poverty are closely inter-related, income-generation of the learners is one of the most important themes for literacy materials. This slide kit explains, in easy-to-understand words and pictures, how to raise about 100 chickens to increase sub-income.

34. Poultry for Additional Income
—video (converted from slides)

A 11-minute video of the same title above. Explains step-by-step how to effectively raise chickens to increase sub-income.

D. Games and Others

35. Building up a Happy Community—Sugoroku *(Social & general)*

Players learn the importance of an individual's active participation in the community and the need for cooperation among people in building up a happy community by playing 'sugoroku.' If one lands on 'flood', one has to move back to 'tree planting', if on 'fighting', its back to 'start'.

36. A Balanced Diet
—rotating piegraph *(Nutrition)*

By rotating a disc showing three basic food groups (body-building foods, energy foods, regulating foods) and a disc showing what will happen due to lack of those foods, one can have fun and learn, about the importance of a good balanced diet.

37. Good Use of Water—jigsaw puzzle
(Health & sanitation)

This is a double-sided jigsaw puzzle. On the front is a four-colour picture of an ideal village with a good water system: clear drinking water, toilet water, washing water, agricultural water. On the back is a two-colour picture showing problems with water.

38. Let's Plant Trees—step-by-step game
(Social & general)

It shows, step by step, the danger of disasters caused by destruction of forests and the importance of tree planting as a preventive method. It is in the format of a stone-throwing game that could be enjoyed by all. Its aim is 'tree planting' to prevent the environmental destruction which has become a grave concern in the world. (fabric-made)

39. Women's Literacy for Happier and Healthier Life—box puzzle
(Social & general)

Four 10cm-square boxes. Matching pictures on four boxes make full pictures that show how life is made easier and happier by improvements in sanitation, nutrition, child-raising and education, when women learn how to read and write.

40. Nutrition—card game *(Nutrition)*

While playing a picture-matching game, one gets to learn what kind of food, one of four types of food groups, has what function in the body.

41. Proverb Card Game *(Cultural)*

Instructional material that employs 'karuta', a Japanese traditional card game. Players compete to get cards by listening and looking for proverbs that contain the wisdom of forefathers.

42. Around Asia and the Pacific—Sugoroku
(Cultural)

Cultural heritage of each Asian country is drawn in each square of a sugoroku, which is a Japanese traditional game with dice. The aim is to have fun learning.

43. Animal Sugoroku

This is a sugoroku made especially for children so that they can learn names of animals. Not only does it allow them to learn letters, it builds the imagination of an unseen world.

44. Let's Repair Our Village Road
—endless cartoon strip *(Social & general)*

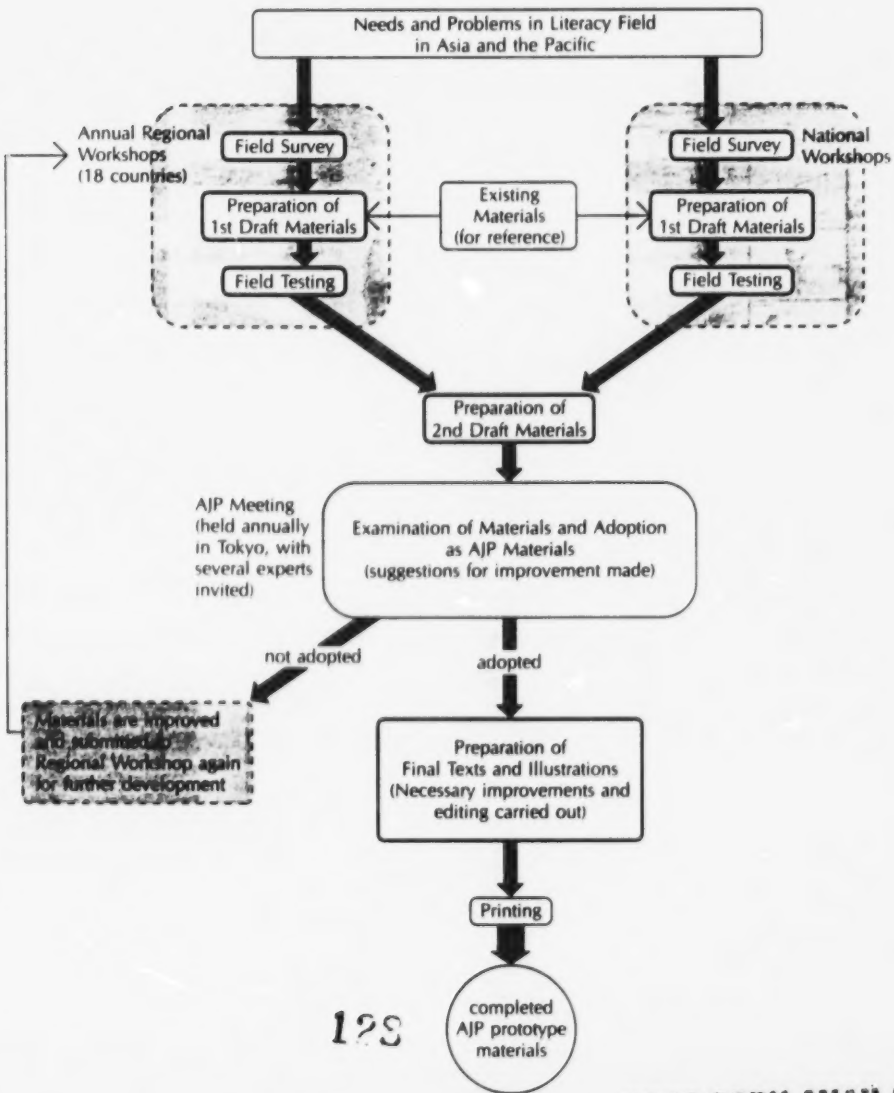
This is an endless comic. It starts by villages wanting to repair the bumpy roads, and ends with people cooperating to even out the road. The aim is to motivate learners to repair roads through the cooperations among the villagers by informing them of the danger of bumpy roads and benefits brought by the good road.

Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)

As a contribution to the eradication of illiteracy in Asia and the Pacific, ACCU has been carrying out since 1980 "Asian/Pacific Joint Praduction Programme of Materials for Neo-Literates in Rural Areas (AJP)", intended for people who have acquired a primary knowledge of reading and writing (=neo-literates), but who may easily relapse into illiteracy due to lack of appropriate reading materials.

By blending the experitise and experience of the participating countries (18 countries), and with the collaboration of the UNESCO Principal Regional Office for Asia and the Pacific (PROAP), 44 AJP materials in the form of booklets, posters, games and audio-visual materials on various subjects closely related to daily life in rural areas have so far been developed as prototypes (in English). The process for developing AJP Materials in shown below.

●●●●●●●●●●●● *How AJP Materials Are Prepared (prototypes)* ●●●●●●●●●●●●


Needs and Problems in Literacy Field in Asia and the Pacific
Annual Regional Workshops (18 countries)
Field Survey
Preparation of 1st Draft Materials
Field Testing
Existing Materials (for reference)
Field Survey
National Workshops
Preparation of 1st Draft Materials
Field Testing
Preparation of 2nd Draft Materials
AJP Meeting (held annually in Tokyo, with several experts invited)
Examination of Materials and Adoption as AJP Materials (suggestions for improvement made)
not adopted
adopted
Materials are improved and submitted to Regional Workshop again for further development
Preparation of Final Texts and Illustrations (Necessary improvements and editing carried out)
Printing
completed AJP prototype materials

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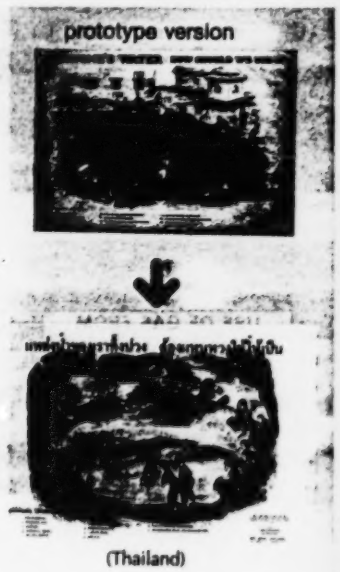
National Versions of AJP Materials —How to Adapt AJP Materials for Local Use

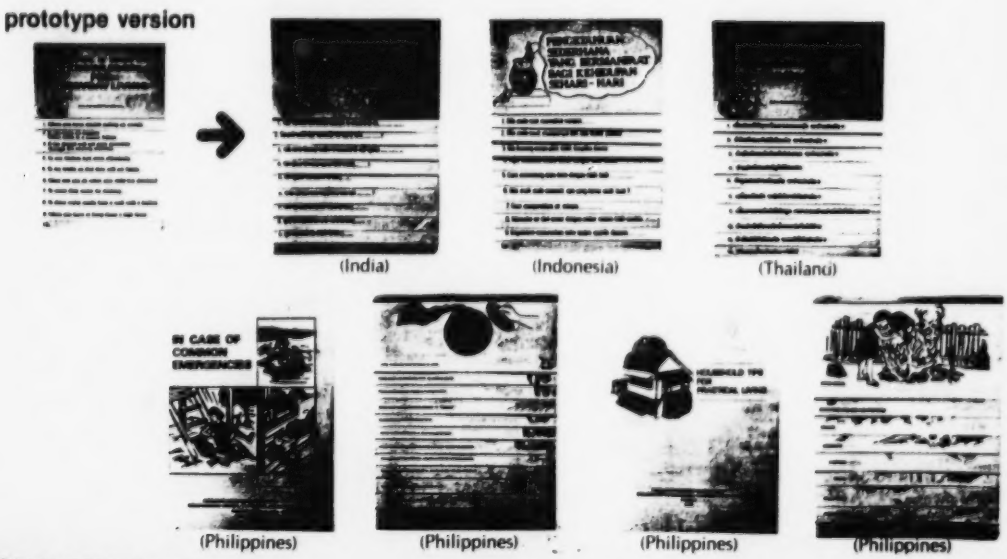
Participating countries improve/modify these prototype AJP Materials according to each country's situation, translate them into their languages and actually utilize them in the rural areas. Most of AJP Materials have so far been adapted and translated into 16 vernacular indigenous languages in 13 countries to produce national versions whose total number amounts more than 130 kinds.

Examples of Adaptation "Baby's Food" (booklet)

"Everyone's Water" (poster)



"Useful & Simple Knowledge for Everyday Living" (booklet)



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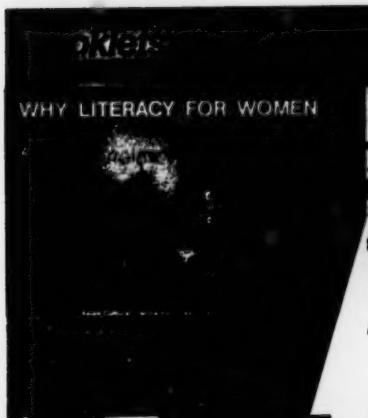
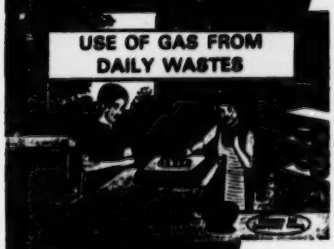
»»Materials for Neo-Literates Produced by ACCU««

Asian/Pacific Joint Production Programme of Materials for Neo-literates in Rural Areas (AJP) (1981-1991)

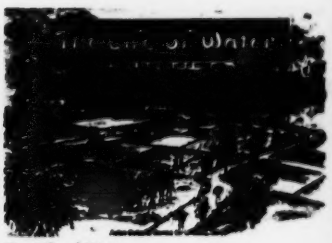


Let's Form a Cooperative for Better Life

More Income by Tree Planting



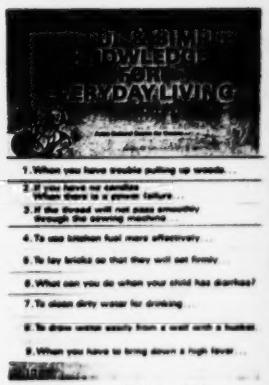
Fish Need a Lot of Oxygen



The Life of Water

Mari and the Festival
—Let's Eat Vegetables

Bamboo Handicrafts


1. When you have trouble pulling up weeds...
4. To use kerosen fuel more effectively...
5. To lay bricks so that they will set firmly...
6. What can you do when your child has diarrhea?
7. To obtain dirty water for drinking...
9. When you have to bring down a high fever...

Useful and Simple Knowledge for Everyday Living

ow Mushroom

Raising Chickens

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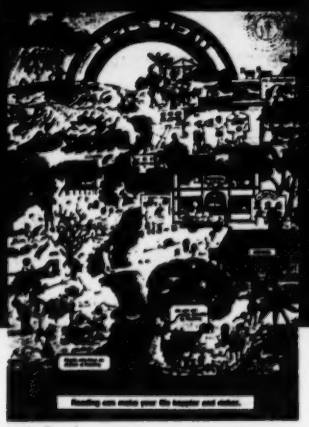
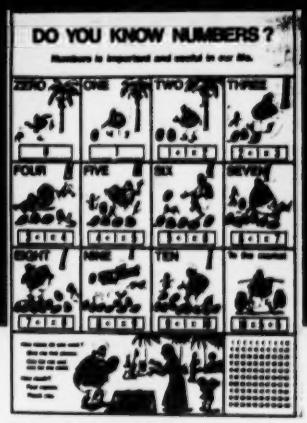


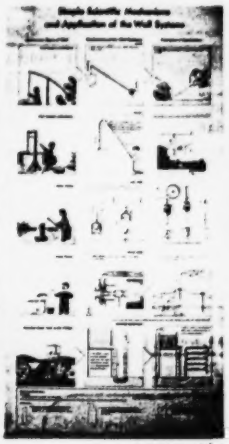
Let's Read

Tree Planting



Do You Know Numbers?

How to Improve the Well System

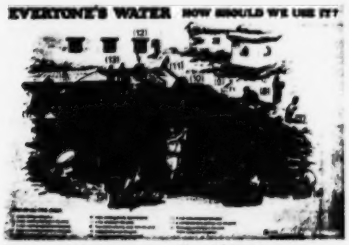


(reverse side)

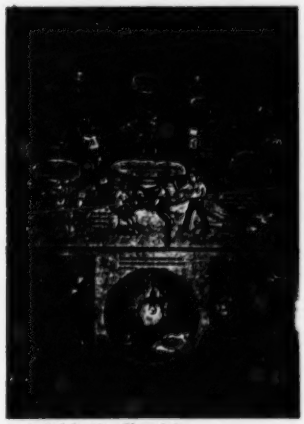
Charcoal Water Filter

The River and Us
(reverse side)

Sanitation



Everyone's Water—How Should We Use It?



Let's Safely Use Electricity

Let's Think about Our Population

Let's Wipe out Worms for a Healthy Body

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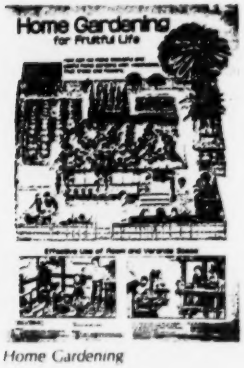
audio-visual materials
electronic & folk media

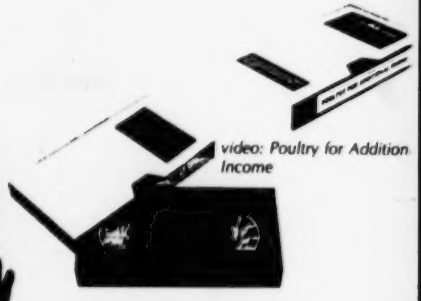
We Can Take Action!

radio programme/cassette drama:
Let's Form a Farmers' Cooperative

Slides/tape: Water in Everyday Life



Home Gardening



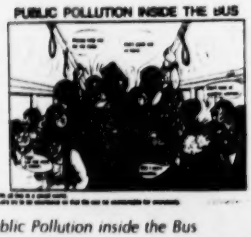
video: Poultry for Addition Income

video: Water in Everyday Life

Let's Make the Home Clean

puppet show: Save the Village

slides/tape: Poultry for Additional Inco



Public Pollution inside the Bus

picture story-telling: Pit Latrine for a Clean Village

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games

Building up a Happy Community (Sugoroku)

A Balanced Diet (rotating pie graph)

Good Use of Water (jigsaw puzzle)

Let's Plant Trees
(step-by-step game, fabric made)

Women's Literacy for Happier and Healthier Life (box puzzle)

Nutrition (card game)

Proverb Card Game

Around Asia and the Pacific (Sugoroku)

Animal Sugoroku

Let's Repair Our Village Road (endless cartoon strip)

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"Why Literacy for Women"

(India)

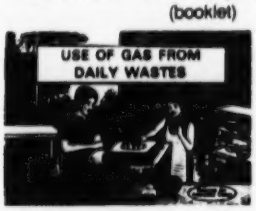
"Why Literacy for Women"

(Philippines)

"Fish Need a Lot of Oxygen"

(Laos)

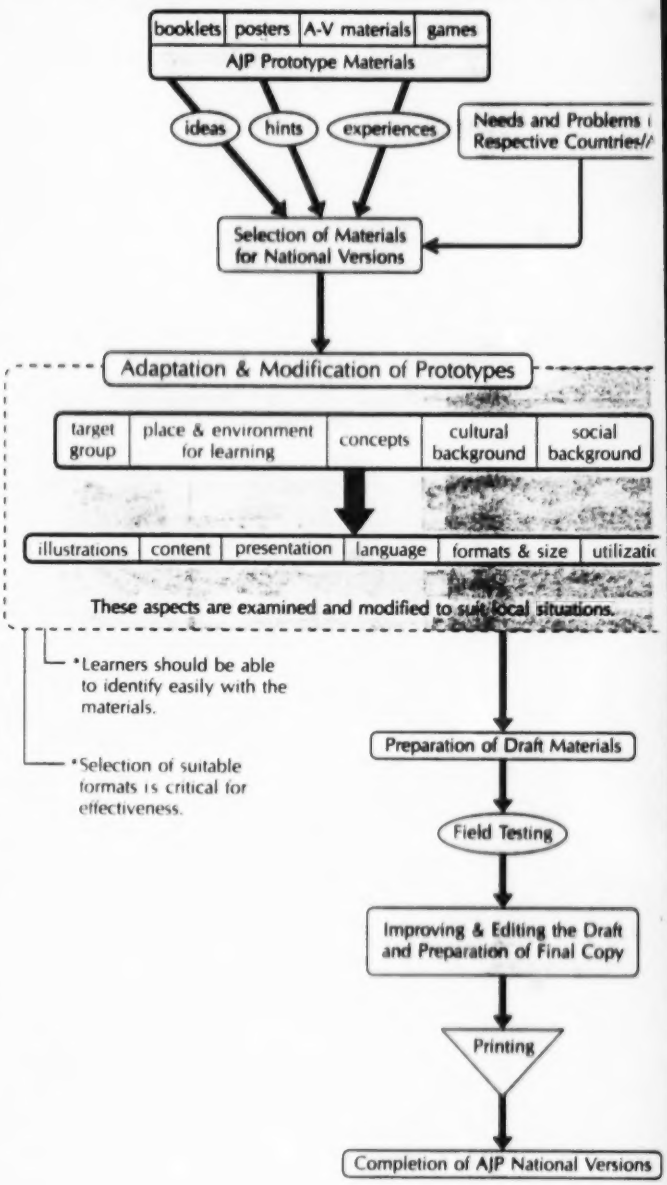
"Use of Gas from Daily Wastes"
(booklet)



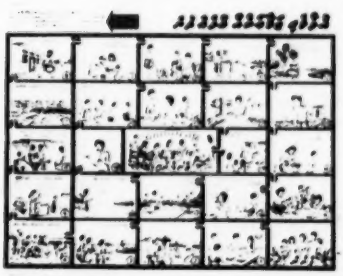
(flipchart)

(philippines)

• • • How to Prepare National Versions of AJP Materials



"Building up a Happy Community"



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List of AJP Materials (prototypes)

▲ poster ■ booklet ● A-V material ★ game

Levels / Content areas	Level 1 (Beginning level)	Level 2 (Middle level)	Level 3 (Self-learning level)
A. Family Life	Let's Make the Home Clean (poster)	▲ Home Gardening (poster) ★ Women's Literacy for Happier and Healthier Life (box puzzle) ■ Why Literacy for Women (booklet) ▲ Let's Think about Our Population (poster)	■ Useful & Simple Knowledge for Everyday Living (booklet)
B. Economics, Income and Production	★ Let's Plant Trees (step by step game)	■ Bamboo Handicrafts (booklet) ▲ Tree Planting (poster) ● Poultry for Additional Income (slide kit) (video)	■ Grow Mushroom (booklet) ■ More Income by Tree Planting (booklet) ■ Raising Chickens (booklet) ■ Use of Gas from Daily Wastes (booklet) ■ Fish Need a Lot of Oxygen (booklet)
C. Health, Sanitation and Nutrition	● Water in Everyday Life (slide kit) (video) Let's Wipe out Worms (poster) Sanitation (poster) Everyone's Water (poster)	★ Nutrition (card game) ▲ A Balanced Diet (rotating piegraph) ● Pit Latrine for a Clean Village (Kamishibai) ▲ Charcoal Water Filter (poster)	■ Mari and the Festival—Let's Eat More Vegetables (booklet)
D. Civic Consciousness	● Save the Village (puppet play) ★ Let's Repair Our Village Road (endless cartoon strip) ▲ Public Pollution inside the Bus (poster) Let's Read (poster)	● Building up a Happy Community (Sugoroku game) ▲ Good Use of Water (jigsaw)	● Let's Form a Farmers' Cooperative (cassette drama/radio programme) ■ Co-operatives for Better Life (booklet) ▲ We Can Take Action! (poster)
E. Culture, Science and Others	Let's Safely Use Electricity (poster) ▲ Do You Know Numbers? (poster) ★ Animal Sugoroku (game) ▲ The River and Us (poster)	How to Improve the Well System (poster) ★ Proverb Card Game (card game) ★ Around Asia and the Pacific (Sugoroku)	■ The Life of Water (booklet)

ACCU video Series

"Mina Smiles"

This is a very interesting animation programme especially for literacy promotion. It is important to utilize various kinds of media, such as animation for effectively conveying the message and to give impact on societies and individuals. "Mina Smiles" is a story about a farmer's wife in rural areas who overcomes her and her family's hardships and to make themselves happier through acquiring literacy skills and knowledge.

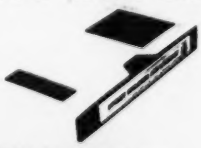
Character design: LAT (Malaysia)
Directors: Shinichi Suzuki (Japan) &
LAT (Malaysia)
16 minutes (English)

"How to Develop Literacy Materials for Women"

Presented is the methods of developing literacy materials for women who occupies more than 70% of the total illiterate population in the world, through ACCU's Regional Workshop in Pattaya, Thailand.
21 minutes (English)

"Street Children and Literacy"

Importance of literacy and education for street children is highlighted, through the close linkage among children, teachers, parents and the communities.
28 minutes (English)



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Framework for Action to Meet Basic Learning Needs

Goals and Targets

Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children;

Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;

Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;

Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;

Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts of behavioural changes and impacts on health, employment and productivity;

Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

Source: *"World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs" (March 1990)*

Designed by Kang ,Woo Hyon (Republic of Korea)

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